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ABSTRACT

Participants in a conference held in April, 1978, had four main objectives: (1) to help identify and become more aware of the current concerns in home economics education; (2) to value the role of home economics education in promoting needed social change; (3) to contribute during the conference to the generation of possible solutions and actions to be taken regarding current social problems; and (4) to make plans and feel committed to share the conference with others in their home state or region. To accomplish these objectives, speakers, beggining with keynote speaker Marjorie East, focused on issues such as the profession of home economics and how to build it; the future of education, including the importance of the affective domain, the accountability movement, and the National Institute of Education evaluation of consumer and homemaking education; and needs in secondary home economics education programs in the 1980s. Speakers also discussed recent legislation affecting home economics education. Sociologist Jessie Bernard closed the conference with a self-portrait of a family derived from more than thirty years of family letters. A summary of the conference and list of participants are included in these proceedings. (KC)

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PROCEEDINGS
of the
CONFERENCE
on

CURRENT CONCERNS
IN
HOME ECONOMICS EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

University of Illinois at Urbana-Champaign
April 16–19, 1978

Sponsored by

Illinois Teacher of Home Economics
Division of Home Economics Education
Department of Vocational & Technical Education
University of Illinois at Urbana-Champaign

Co-sponsored by

American Home Economics Association
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Home Economics Education Association
United States Office of Education

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OBJECTIVES

1. Help identify and become more aware of the current concerns in Home Economics Education.
2. Value the role of Home Economics Education in promoting needed social change.
3. Contribute during the conference to the generation of possible solutions and actions to be taken regarding some current social problems.
4. Make plans and feel committed to share the conference with others in their home state or region.

PLANNING COMMITTEE

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Bertha King, United States Office of Education
Pat Tennison, American Home Economics Association
Ruth Wheeler, Home Economics Education Association
Judy Brun, University of Illinois at Urbana-Champaign
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Gloria Spitz, Editor in Chief, *FORECAST for Home Economics*, New York, New York

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INTRODUCTION

The first national invitational conference ever to be sponsored by *Illinois Teacher*, and the co-sponsors listed on the cover, began at least two years before it was held. After the initial planning and securing of co-sponsors, a study was begun to identify the "Current Concerns in Home Economics Education," the theme of the conference.

Letters were written to over 200 leaders in the field to request "nominations" for these current concerns. Leaders contacted included state supervisors of Home Economics Education, directors of Home Economics Extension programs in all the states, and about 125 head teacher educators chosen from the list of over 300 from AHEA's "Home Economics in Institutions Granting Bachelor's or Higher Degrees" to represent those institutions which graduate the largest numbers and to represent every state.

From the replies received, an instrument was devised to enable the same leaders, in a second round, to rank the concerns within groups.

As the 200 conference participants registered, they were given the results of Round 2 and asked to indicate their own rankings of these concerns. This third round did not change the order that had been obtained in Round 2 although items were added under "other" in some of the categories. The results follow on a copy of the Round 2 questionnaire. This copy of the instrument for Round 3 shows the priority order within each category determined by the leaders indicated and agreed to by the Conference participants along with the items added under "other" by these leaders.

Current Concerns in Home Economics Education

DIRECTIONS: Respond to each question by ranking the choices in order of importance.
Use 1 for the highest ranking. Be sure to rank all choices for each question.

1. What ISSUES should Home Economics be concerning itself with most now?
   1. Conservation of non-renewable resources
   2. Changing societal roles
   3. Political participation and/or power of Home Economics groups
   4. Changing lifestyles
   5. Sources of energy
   6. Changing marital forms

   Other
   - (1) Ethics and moral education
   - (2) Projecting the total Home Economics program
   - (3) Child care
   - (4) Consumer education
   - (5) Unification of all areas

2. What SOCIETAL PROBLEMS should Home Economics be trying hardest to help solve?
   1. Child abuse
   2. Energy shortage
   3. Deteriorating environment
   4. Consumers' lack of power
   5. Inflation
   6. World food problem
   7. Marital discord
   8. Sexism
   9. Unemployment

   Other
   - (1) Racism
   - (2) Teen-age pregnancy
   - (3) Peace
   - (4) Stress
   - (5) Consumption patterns
   - (6) Human rights

3. What GROUPS of males and females are most in need of the knowledge and skills that Home Economists can provide?
   1. Teen-age parents
   2. Disadvantaged
   3. Poor
   4. Aged
   5. Parents without partners
   6. Physically handicapped
   7. Delinquent
   8. Mentally handicapped

   Other
   - (1) All parents
   - (2) Young people living alone
   - (3) Displaced homemakers
   - (4) Healthy families and people
   - (5) Everyone everywhere
   - (6) Young bachelors
   - (7) Home economists

4. What LEVELS of Home Economics Education are most in need of attention?
   1. Middle School and Junior High School
   2. High School - Consumer and Homemaking
   3. Adult Education
   4. Elementary School
   5. High School - Occupational
   6. Community College and Technical Institutes

5. What SUBJECT AREAS are most in need of attention?
   1. Parenting and Child Development
   2. Consumer Education
   3. Management and Decision Making
   4. Family Life and Spouse Relationships

5. Nutrition
6. Health
7. Housing, Equipment, and Furnishings
8. Career Education
9. Foods
10. Metrics
11. Textiles and Clothing
12. Home Nursing
13. Art
14. Crafts

6. What ASPECTS OF CURRICULUM are most in need of attention?
   1. Basing objectives on student needs
   2. Increasing motivation
   3. Affective domain
   4. Reducing sex-stereotyping and sex-bias
   5. Mainstreaming of special needs learners in regular classes
   6. Classroom management and discipline
   7. Deciding content to teach
   8. Choosing and preparing for Home Economics related occupations
   9. Career development, including pre-vocational programs
   10. Developing teaching techniques
   11. FHA/HERO program and activities

   Other
   (1) Data based program planning
   (2) Evaluation
   (3) Problem-solving techniques
   (4) Competency based education
   (5) Cooperative planning
   (6) Curriculum itself
   (7) Teaching for the future

7. What ASPECTS OF TEACHER EDUCATION are most in need of attention?
   1. Continuing education for professionals and in-service programs
   2. Performance or competency based programs
   3. Recruitment of males and females
   4. Research
   5. Pre-service programs
   6. Student teacher supervision

WELCOME

Hazel Taylor Spitze

Welcome to the first national conference ever to be sponsored by *Illinois Teacher*. We are especially pleased that this first one is co-sponsored by AHEA, AVA, HEEA, and the USOE, each of which gave a modest financial contribution and major moral support for its development. The planning committee is listed on your program. We are also pleased that all of you, who represent the leadership in Home Economics Education today, were willing and able to come. You were invited because someone nominated you as such a leader. We began by sending a letter to all the state supervisors of Home Economics Education, the Directors of Home Economics Extension in every state, and about 125 teacher educators in the institutions where the most home economists are being prepared with at least one from every state. We asked them to nominate up to ten leaders and the responses gave us a list of about 550 to 600 names. In choosing which ones to invite we considered geography (and invited some from every state from which we had nominees), position (and invited teacher educators, supervisors, teachers, Extension home economists, business home economists in educational positions, administrators, and others), and we hoped also to have variety in age, race, and sex but we didn't do very well on the latter! There just aren't very many male Home Economics *educators!* We also chose some invitees by lot so everyone had a chance to be selected. Not everyone whom we invited was able to come, of course, but most could and we're glad you are here and we're going to have a great time for three days and we're going to make a difference. You have seen our objectives on your program (see page i). We'll hear some good speakers and we'll think about the implications of what they say for Home Economics Education. In our discussion groups, which meet four times, we are going to think about, and make recommendations to the whole conference and to the profession, the actions and reactions we need to take or propose. You'll each be taking your responsibility in these discussion groups very seriously and sharing all the good ideas you brought with you and the new ones you had as you listened to the speakers. After those four sessions, the leaders and recorders will meet on Tuesday evening and plan what should be presented as a summary to the conference, what resolutions we should consider, what issues need to be discussed or debated, what actions we want to recommend to the profession, what articles we want to be written, and the like. On Wednesday morning we have a block of time for all to discuss whatever is presented.

Also, during the conference a Listening Panel will be making and sharing notes on what that final session should include, and they will meet with the discussion leaders and recorders Tuesday evening to have their input. Mildred Griggs chairs this panel and will make the summary presentation to all of us on Wednesday. We are most appreciative of the service these Panel members and discussion group leaders and recorders are providing for us.

Each of you will also be thinking throughout the conference of ways you can share it with a wide range of colleagues back home. The handout we gave you will, we hope, help you to focus these thoughts and remind you when you're home again that you are going to do something different as a result of being here. We think you'll make a point of talking with others here from your geographic area and planning together for ways to call regional conferences, to get on the agenda of committees and on the program of state meetings, to get articles into your newsletters, to suggest new topics for dissertations and theses, to get more information on subjects that arose here, and to implement other ideas that you will generate. We want the influence of the conference to spread like ripples from a stone thrown into the water. The coffee breaks, meal times, and other open periods will offer opportunities for such contact.

I want you to know that, although ours is one of dozens of conferences held on this campus this year, our new Director of Conferences and Institutes, Dr. Bob Simerly, has taken personal charge of this one and he will be here continuously to see that everything runs smoothly and comfortably for you. We appreciate that, and we think his special interest in us is affected, at least a little, by the fact that his wife is a Home Economics educator.

One of the values of such a conference as this is that you will make new friends, and five or ten years from now you'll be seeing each other and recalling that you met at that first *Illinois Teacher* conference at the University of Illinois.

I think I should tell you a little about this journal that is coming of age in this its 21st year. It began with Letitia Walsh, then Chairperson of Home Economics Education here, when she decided *that* long ago that alumnae needed to keep in contact with their university and to keep learning. She started a newsletter, each monthly issue of which was written by one graduate student who earned 4 semester hours of credit for doing so. It was typed by a student assistant, mimeographed, and mailed free to alumnae. After a few years of this, people outside the state (including me as a graduate student) began to hear about it and to want to subscribe. With Volume V, it got a stiff cover and was made available for $3.00 for 9 issues.

My involvement began with Volume VI so you see I've been with *Illinois Teacher* for quite a spell! With Volume VII we had to increase the price to $5.00 per year and we devoted the entire volume to occupational home economics. This was right after the 1963 Vocational Education Amendments were passed.

With Volume VIII we changed to six issues per year and with Volume XV we changed to five but did not reduce the number of pages per year.

With Volume XVII we started having a Guest Editor and several of the Guest Editors we have had since then are here tonight: Bessie Hackett, Ruth Hughes, Twyla Shear, Aleene Cross, Alberta Hill.

With Volume XVIII we had to increase the subscription rate again, this time to $7.50 and we're going to hold it there as long as we can.

Our circulation has grown from about 3800 in 1968/69 to 4900 in 1971/72 to 5600 last year. We're hoping to reach 6000 soon.

The slight downturns a couple of times have occurred when we had to raise the subscription rate, but recovery was fairly quick and we are still growing. Our subscribers, in every state and 14 foreign countries, are mostly Home Economics teachers, teacher educators and supervisors but also a few Extension Home Economists and others, as well as many libraries.

Faculty involvement with *Illinois Teacher* has varied. Usually one member has been Editor, often others have been responsible for individual issues, sometimes not. One member, usually the general Editor, has assumed responsibility for selecting a volume theme and issue sub-themes—with involvement of all the staff—for inviting authors, reviewing manuscripts received, contacting typesetter, proofing copy, and the like. Most of the faculty involvement has been in addition to a regular full-time staff load.

The non-academic support is headed by Norma Huls and includes one other typist, part-time, and a student helper a few hours a week. Occasionally another typist is added for a week or two to handle peak loads. Norma keeps records, handles subscriptions, back issues orders, storage and inventory; orders equipment and supplies, keeps a xerox copy of what goes to the typestter and printer, puts out the bids each spring, and attends to the myriad of other details.

Students are also involved. They are invited to submit articles as well as to read it. Sometimes one serves as Assistant Editor for the year, or Editor for an issue, or with promotional activities such as exhibits at conventions. Check out copies are available to them in our Resource Center (which you can visit tomorrow evening if you wish) and back issues may be purchased at special rates. Students are involved also in selecting the themes and their suggestions for improvements are always welcome.

Our purposes are: (1) to serve as one means of in-service education for secondary Home Economics teachers, (2) to stimulate thinking, raise questions, and explore new frontiers in the field, and (3) to contribute toward the continuing growth of the profession.

Two other things *Illinois Teacher* has enabled us to do, which we hope are a service to the profession, are (1) this conference and (2) the curriculum materials which we publish and distribute at low cost. Examples which many of you have used are the self-teaching kits written at low reading levels, the nutrition insurance simulation, the game to teach complementarity of protein, and the reference materials in nutrition education. We also have a bibliography prepared by a University of Illinois librarian relating Home Economics Education to ten current subjects such as environment.

We think the *Illinois Teacher* has benefit for our Department, College and University. The story we like best to tell our administrators is about the visitor who inquired as to the location of the *Illinois Teacher* building!

And so we are here in our 21st year and thinking about adding an external Editorial Advisory Board, trying always to become more and more valuable to our readers, responding to frequent requests to reprint (48 in the last 5 years), exchanging subscriptions with 18 other professional journals and puffing with pride when we go to New York and someone tells us that although their school budget reduced them to one professional journal, they still subscribe to *Illinois Teacher!* That happened last week.

We invite your suggestions for improving our journal and for ways to make it known to more people who might find it helpful. We also invite you to submit articles for consideration in future issues. The theme for the next volume is "A New Look at the Basics: Leadership Through Home Economics" and we'll be selecting sub-themes for each issue soon. We'd also be glad to receive from any of you a short statement of what that theme suggests to your mind so that we can get a variety of interpretations of what is basic. We'd be interested in your suggestions for themes for future volumes, too, and if your institution or state is interested in guest editing an issue, I'd like to talk with you.

My greatest pleasure this evening, in addition to welcoming you here, is to present our opening speaker. We are extremely fortunate to have Dr. Marjorie East of the Pennsylvania State University, a former president of the American Home Economics Association, in this keynote position.

HOME ECONOMICS:

A PROFESSION?

A DISCIPLINE?

Marjorie East, Professor
Department of Home Economics Education
The Pennsylvania State University

The book of this title which I recently completed, represents an ultimate luxury, the luxury of time spent reading, studying, pondering, and discussing one's own profession and discipline. I, like all of you, have spent years in home economics, years filled with busy days when one's highest hope was just to keep up with the schedule. I have been lucky. I've found time in summers, during sabbatical leaves, and in evenings and weekends (when others might have been housecleaning). I first outlined the book in 1955, finished a first version in 1965, revised it, rewrote it, used it with graduate students, re-thought it, and now finally in the latter part of my professional career I share it with you and other home economists who are seriously committed to our field.

I am fortunate but not unique. We are all educators. We share some values, some hopes, and some discouraging disappointments. We also share some ways of thinking. I am indebted to Mark Belth who first helped me to see that educators were those people who analyzed and recognized the structure of knowledge, the structure and form of the various disciplines, in order to "educe" the meaning of that knowledge for others. This is the first of the reasons why we in home economics education are crucially important to home economics. We know how to examine a discipline. The second reason is that we do have some understanding of each of the subject matter specialties in home economics. We must see the whole of the field in order to prepare teachers who present comprehensive programs. True, our knowledge is shallow, but more comprehensive than that of other home economics specialists. The third reason is that the teachers we prepare are the recruiting agents for future professionals. The kind of person that teacher is, the model of home economics which that teacher presents, *that* is the image of home economics and home economists which influences young people's attitudes. Those who admire the image might join us. Those who don't, won't, but will influence others toward a negative idea of our field. So, for these three reasons, a home economics educator is the appropriate person to make such a study of home economics.

What are my words of wisdom, my conclusions from the years of active participation in home economics and the years of study of the field? I will try to tell you some of them in the next few minutes. You understand, of course, that these are my views shaped by colleagues and experiences, of course; yet no one else takes responsibility for them.

My first statement is that home economics is an important field of study, and an important occupation. It could become an exceedingly important discipline and an exceedingly important profession. It has the potential for improving the home lives of all people and so, touching—blessing—every human being. I wish I were more eloquent. I wish each of us could express the holiness in that potential. Nothing in my examination of the history and the present reality of home economics has shaken my belief in our great potential.

My second observation is that we are far from realizing that potential. Most home economists do not take themselves seriously and do not even try to do the important. We fritter away our lives doing the daily chores with pleasure and competence but with little commitment to the grand design or the great potential. We are modest, and that's a virtue when it helps one accept one's inability to achieve the highest goal. But never to perceive a high goal for oneself isn't modesty, it's mediocrity. It isn't that home economists do not see the cruel problems facing American families. They realistically identify them as parenting and child development, teenage pregnancy, family economic management, nutrition, energy and so on. But when you ask how they spend most of their professional time, you find that they are not devoting themselves to the cruel problems, to the highest goals.

There are several reasons why home economists don't perceive, or achieve, their great potential. Most of us are women, and women have been systematically trained to think of themselves as unimportant, as incapable of highest achievement. Most of us believe, as most others in our society do, that management of the household is women's work, and therefore, by definition, not that important. Home economics has been of women, by women, and for women, which makes it, by the same definition, not that important.

Then, too, we are a particular kind of woman. Most fields of study and most professions attract a special kind of person and that is also true for us. In

many ways we are typical of the average American woman—womanly. I've examined 64 studies which describe characteristics of home economists or home economics college students and while the range is great, and there are exceptions to each of the following, typical home economists appear to be:

expressive, friendly, and sociable
open and adaptable to other people's opinions
family oriented in our private lives
not ambitious or highly motivated toward power or influence
conservative and traditional
practical, prudent, useful, orderly, reliable
not abstract, intellectual, or theoretically oriented.

I suggest that another reason we do not reach our potential as a field, and do not even try to, is that we are the wrong people. While the characteristics just listed are not bad, and we aren't bad, they do not describe a highly professional, socially committed person who could and would want to achieve greatness. It's like saying an apple is not an orange. But each may be OK for its purpose. Most of us are apples; too few of us are oranges.

I will come back to address some of these matters later. Now I'd like to look at another aspect of our present situation: our dilemma as to the definition of home economics. We have been shaped by four different models of what home economics is, and also by our vacillation, ambivalence and murkiness about them. I'm not condemning us; any field is shaped by many influences and the differing perceptions of many people. Briefly, the four models I identify are these:

- Home economics is the education of women for their domestic role. It consists of teaching school girls to be attractive, confident, sociable, and feminine, to be adept at motherhood, domestic management and coping activities, and helping adult women to refine their domestic skills. This model is oriented around women, children and the traditional female domestic role.
- Home economics is the application of science to the problems of homes and families, both the social and natural sciences, and especially as they are interrelated. The 1902 definition and the human ecology concept fit here.
- Home economics is the teaching of practical, useful skills as a basis for understanding abstract principles. William James and John Dewey promoted this model around the turn of the last century and it led to the definition of home economics as a laboratory subject. It has become associated with vocational education in that the ultimate purpose for the learned skill has moved from abstract, intellectual understanding to the use of that skill in a vocation, be it homemaking or a paid job.
- Home economics is education for household management. This is Aristotle's meaning of the word economics which he considered one of the major classifications of knowledge. This model accepts the development and happiness of the people of the household as the goals, and considers management as the processes for their pursuit. Kenneth Boulding speaks movingly about our society's need for more of this education of household managers.

Each of these models has had proponents and exemplars all through the century in which there has been some form of home economics. Some models are combined with others in the same program. We are not clear, and we do not agree on just what we are about.

Now I have the temerity to stand here with another definition. I hope you will find that it incorporates yet transcends three of the models I have just described. It is simply this: home economics is that field of study and that profession which applies rational thought to home life for improving that matrix for human development. Let me explicate. Rational thought includes power, richness, and clarity. Power comes from intellectual, information-oriented linear thinking which searches for alternatives, which perceives relationships and connections, which is familiar with ambiguities, which is skeptical and evaluative. Richness comes from awareness, sensitivity, compassion, and sensuality. Clarity comes from philosophical questions about the meaning of life both asked and answered, however tentatively. All these are aspects of the alert mind. And that is what would be focused on the family and the home in order to improve humanity. Humanity? Yes, we want to aid the development and the happiness of individuals. But the ultimate goal is to make life successively better for each following generation—the time-binding principle.

We have not reached the great potential for home economics. Can we? Could we? We must first complete two difficult tasks: come to agreement on what home economics will be, and redesign our professional preparation.

Perhaps we are now ready to do the hard thinking, the pruning and weeding out that would be necessary in order to agree on and implement an operating definition. Disciplines, like humans, don't burst fully matured upon the world. They grow into what they become. In recent years the Eleventh Lake Placid Conference Year helped. The proposed "French Lick Revisited" conference will help. But lest you think the task would be easy, think of what my definition would require. Its focus is the home and family only as means, "the matrix," for individual development. Nothing about the home or family is important intrinsically, only as means. What happens then to much of the content now taught in our courses? How much more do we need to learn about true cause and effect on human development? What theories are there? How do we develop theory? How

much more do we need to absorb from philosophy, history and literature about human potentials and goals? How do we develop techniques for helping people to think rationally, with power, richness, and clarity? How do we train professional home economists who can do this themselves? Which of the professional specialities that now employ home economists are not concerned directly with home life and its influence on human development? They would be weeded out, to stand alone or to join with other professions. None of this could happen overnight; perhaps none of it should happen at all. But clarity of purpose is important. If we agreed on a definition and a goal, the fog would lift. We would move faster. When we knew who we were, others would come to know, too. High school students would see the field accurately so only those who shared the dream would join. Then the college years could be devoted to building competence rather than to trying to change those students who joined us for the wrong reasons. New perceptions of our competence would open up new jobs. Most important of all if we all headed in the same direction we might reach a goal.

A redesign of professional education is absolutely necessary before we have any chance of succeeding at great goals. By any definition of a professional person, most of us fall short. As a quick measure, try to answer this question: "For what would a home economist be sued for malpractice?" Do we really have an exclusive expertise necessary, and perceived as necessary, to the public? Do we have a lifetime commitment to an ethic of service? Do we have any system for or requirement for continuous updating of professional knowledge? Do we as colleagues share our successes and failures and police our ranks as protection for the public?

I believe that we must lengthen professional education. Upon a base of at least two years of basic liberal arts education in the sciences and humanities, I would place four years of professional education with two major purposes: development of rational power, richness, and clarity; and socialization into the role of professional home economist. I do not think you can do everything in four years. Especially not in those four crucial years between 18 and 22 when the first priority for young people is discovering themselves. Within these later four years would come core courses for all home economists which would explore human potentialities and which would show the essential role of home and family over human history as well as for individuals today. This core would also include basic, common professional skill courses. For example, all would need to be able to observe, assess, and diagnose. All would need to orient themselves to the helping role. (Eleanor Vaines and Doris Badir are working on a book for such a course.) All would need to relate themselves to other professions. Then would come specialization, in subject matter and in specific professional skills. There would be an internship for each student. This six-year strenous program would limit the numbers and improve the breed.

Enough of my dream. The essential needs are for lengthened time, a tougher more intellectual approach, and considerably more emphasis on professional skill.

(Incidentally, I would certainly not wipe out college courses in home economics for the non-professional. A major in home economics or courses should be encouraged for personal use. Not all psychology majors become psychologists nor all English majors become novelists.)

Can we do it? Can we get society ready to accept us as expert, indispensible, as necessary to life as doctors, lawyers, architects or accountants? The task seems hopeless.

Yet who, in 1900, would have thought that the mere handful of people trying to start a brand new field could have succeeded so well. Almost any American has some perception of a home economist. It may not be your idea or mine, but they've heard of us. Some 370 colleges have programs in home economics. Almost every public secondary school has home economics courses. Each state has a home economics extension program. Most women's magazines have home economists on the staff. Many group feeding situations are managed by home economists. Businesses employ us. The Peace Corps depends on us. The AHEA is one of the fifteen largest professional associations in the country. In 1900 these numbers were zero or nearly so. Who would have expected this growth? Who except those few dreamers.

What we now need are a few new dreamers. What if a new Isabel Bevier and a new President Draper were to design a new plan for educating home economists, the way the originals did here at the University of Illinois in the beginning of this century? They were innovators who led out with a new, more rigorous, more intellectual curriculum. They set the pace for others who copied, refined, and moved ahead. We don't have to change all the 150,000 practicing home economists at once; we couldn't if we tried. We don't have to have a sharp break in all our present practices. We need a daring, experimental model, which is designed by home economists and their administrators with enthusiasm, energy, resources, and commitment to the old yet ever new vision of better lives for all people.

So don't say it is impossible. There are positive signals. We are energetic, sociable and outgoing. We have a "can do" mental orientation. We have a power base (just ask any congressman involved in writing vocational legislation). We have excellent, intelligent leaders. Not enough of them, but there's nothing at all missing in those we have.

Besides, we don't have to find a brand new dream.

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IMAGES OF THE FUTURE IN EDUCATION

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Good morning. I am very pleased to have been invited to participate in your Conference on *Current Concerns in Home Economics Education*. As a small addition to the introduction I was given, I would like to share with you that I am 45 years old. Up to this point in my life I have been involved in four different careers and I will confide to you that I still don't know what I want to be when I grow up! One of my fondest desires is to get to be 105 years old and still be able to say: now what do I really want to do with my life? What has all this been a preparation for?

Years ago, of course, this would have been interpreted by many people as an irresponsible attitude. One was supposed to enter a vocation early in life and remain with it until death or retirement. Today, however, we just shrug our shoulders and accept that having more than one career is simply a sign of the changing times we live in.

This morning I would like to talk with you about another sign of the changing times we live in. I speak of the uncertainty we educators often experience over whether we are adequately preparing people for the future. I know all of you involved in home economics education keenly feel this uncertainty. If any field of activity in recent years has been subject to powerful change forces, it has been yours. Dedicated as you are to studying and improving the quality of family life, you must by necessity respond to all those social/technical forces that strongly influence the family: changing male/female work roles and expectations; new patterns of family and marriage; new knowledge about food, nutrition, health, clothing, housing, child development, learning and so on. All these areas of change sharply impact family economics, home management, consumer habits and the quality of family interpersonal relationships. Each day then in your educational programs you must come to terms in practical ways with these technological and value shifts. And, in addition, you must learn to forecast the future consequences of these areas of change so you can continuously renew your field and realistically plan your professional efforts. These are truly formidable tasks!

What I would like to do in our short time together is not simply make more vivid, and perhaps painful, the current problems involving family life you have to cope with, nor try to heighten your awareness of future trends you will probably have to respond to. Attempting these goals would probable be of some use, but I would rather try to do something more basic, and in the long run, hopefully, much more helpful to you. With your permission I would like to offer you what might be a very different point of view for thinking about where your field is now and where it is or might be headed during the coming decades. Such a view, if effective, might assist you to reduce your uncertainty over what it means to adequately prepare people for the future.

To develop this point of view I will ask you to think about the relationships between two key ideas: the first is the concept of images of the future, and the second is the notion of the educated person.

My first argument will be that images of the future are a powerful social lens through which modern history can be more clearly seen and alternative pathways into the future more surely discerned. Unlike the usual approach of extrapolating existing trends—a process fraught with all kinds of potential biases and distortions—images of the future can be a unique kind of lens for uncovering fundamental movements in our civilization; movements that will shape the future course of human affairs for cen-

(continued from page 5)

It's a matter of sharpening, focusing, and clarifying what is already there. From the Lake Placid Proceedings ring out statements as fresh and true today as they were then. Our path is already marked out. We have not been able to see it clearly because it is faint, and confused with extraneous debris from expedient decisions and random influences.

Home economics can become a discipline and a profession. It can become a vital force for human welfare. Will it?

tunes to come, but which we could easily miss so caught up are we in the pell-mell rush of everyday events.

My second argument will be that accepted beliefs about what it means to be educated are intimately tied to the dominant images of the future in a culture. And so intimate is this connection that as the dominant images of a culture change, so do peoples beliefs about what it means to be educated. This phenomenon, I will suggest, is precisely what is happening in Western civilization at this time. Older images are passing away and so are traditional, established views of the educated person. But as these older images die we can be certain new visions are already in the process of being born. And if this is true, then a truly marvelous possibility presents itself. If we can find a way to touch into the energies giving rise to the new visions, then we may be able to catch a glimpse of what tomorrow's educated person might be like. We may be able to get some feeling for how this person may think, learn, play, work and spend his/her leisure.

The advantage of bringing together concepts about images of the future with beliefs about what it means to be educated, is that some new insights may be gained about what is essential for people to learn today in order to live constructive, responsible, humane lives in the future. In terms of your interests, these insights may point to specific kinds of knowledge, attitudes and skills about family living you should be teaching now to help prepare tomorrow's educated person.

I won't promise you new insights, but I would hope you might profit from another way of viewing how our world is changing and what this view suggests home economics education can offer in shaping tomorrow's literacy. My role will be to describe this social lens of images of the future and then guide your gaze through the lens to see what we can discover about tomorrow's educated person. Your role will be to focus the lens on your own field and interpret what you see in terms of home economics education. Thus, while I won't say very much about home economics education as such, at each step I believe you will be able to make the appropriate translation and application to your own field.

Images of the Future: Their Nature and Role in History

With all this as prologue, let me begin my story now with the first of the two key ideas I mentioned: images of the future. In 1975 I was privileged to be asked by Prometheus Books to be the editor of a book which we eventually entitled *Images of the Future: The Twenty-first Century and Beyond.*[1] This was a very fine experience for me because I was given free rein to create the underlying rationale, develop the substantive areas to be addressed, invite any contributors I wished to, and organize the entire book. After much reflection I finally selected 19 essays for inclusion. Many of the essays were prepared by outstanding thinkers in Western civilization. For example, the well-known French social critic Jacques Ellul, author of *The Technological Society,*[2] the classic work on technicism in industrial society; Dutch sociologist Fred Polak who pioneered some years ago with his two-volume work entitled *The Image of the Future;*[3] theologian/scientist Robert Francoeur who wrote *Utopian Motherhood*[4] and *Eve's New Rib;*[5] anthropologist Elaine Morgan, author of *The Descent of Woman;*[6] economist Herman Kahn of the Hudson Institute whose books *The Year 2000*[7] and *Things to Come*[8] have reached a rather large audience in the industrial nations; social scientist Elise Boulding, well known for her work on the religious imagination and who recently published a book on women called *The Underside of History;*[9] Vine Deloria Jr. the articulate American Indian Spokesman who wrote *Custer Died for Your Sins;*[10] Lester Brown of the Overseas Development Council who wrote *World Without Borders.*[11] There were other fine minds and creative thinkers whose essays were included in the book, but even with this brief listing you can tell that the ideas of a rather impressive group of people had been brought together.

The questions I posed to each contributor were these: How do public images of the future come to be? How do they influence the future that actually occurs? And third, which images will or should shape humankind's future over the next several decades? Each in his or her own way replied, resulting in what I think are some extremely important new insights, as well as reaffirmations of things we already know about images of the future. Let me share with you a few of the major conclusions drawn.[12]

[1]Robert Bundy, ed., *Images of the Future: The Twenty-first Century and Beyond* (Buffalo, New York: Prometheus Books, 1976).

[2]Jacques Ellul, *The Technological Society* (New York: Alfred A. Knopf, 1964).

[3]Fred Polak, *The Image of the Future* (Elsevier, 1972).

[4]Robert Francoeur, *Utopian Motherhood* (New York: Doubleday & Company, Inc., 1970).

[5]Robert Francoeur, *Eve's New Rib* (New York: Harcourt Brace Jovanovich, Inc., 1972).

[6]Elaine Morgan, *The Descent of Woman* (New York: Bantam Books, 1972).

[7]Herman Kahn, *The Year 2000* (The Hudson Institute Inc., 1967).

[8]Herman Kahn, *Things to Come* (The Hudson Institute Inc., 1972).

[9]Elise Boulding, *The Underside of History* (Colorado: Westview Publishing, 1976).

[10]Vine Deloria Jr., *Custer Died for Your Sins* (New York: Avon Books, 1969).

[11]Lester Brown, *World Without Borders* (New York: Random House, 1972).

[12]For a more complete summary see my Epilogue in *Images of the Future.* As I point out there, each author would probably not agree in toto with all the general conclusions stated. Nevertheless, I believe the agreements would easily outweigh the disagreements.

1. First, images of the future are those clear, crystallized, focused expectations of the yet to come. They contain within them all the sacred memories of a culture about God, human nature, history, the nation, the cosmos and human potential.

2. Images may be positive and optimistic or negative and pessimistic. If positive, they speak of a counter reality radically different from the present; of another and better world coming in another time; a world far more perfect and preferable than the present.

3. Images may be *religious* in the sense of God guiding human destiny to some final fulfillment or end point; or *utopian* in the sense that people, through their own efforts, consciously construct a desirable social reality here on earth; or images may be a *delicate blend* of the two, which has probably been true of the most dynamic images down through time.

4. Images of the future in any historic period arise from the poets, mystics and visionaries. These charismatic people basically reinterpret the past and by a mysterious and little understood process communicate their images to the larger society. It is important to note that meaningful images can't be born by artificial means. To have convincing mass appeal, the images believed in must always remain within the collective imagination and the common values held to be self-evident by the culture. In turn, images must offer a future possibility that is acceptable to an entire people as a whole.[13]

5. Not all images take root, of course. Many fall by the wayside and die because they do not uniquely fit the times. Those that do take root in the consciousness of a people are slowly refined and articulated as the generations and centuries pass by; added to a little here, clarified a little there, forged out of the give and take between competing ideas and forces. And in time, by processes we only dimly understand, new images grow to replace tired, out-of-date, or uncompleted images of the past.

6. The process by which images are transmitted from generation to generation is through the telling of stories. The stories reflect what people know about themselves and their world, and in their telling, the hidden meanings of the images are understood. In other words, the stories make vivid those timeless truths contained in the images which otherwise could not be easily taught or remembered. Thus, while images point to the future, they are grounded in stories of the past and their meaning grasped through the telling of stories.[14]

7. Images of the future, therefore, pull a culture forward in time. A powerful dialectic takes place in which images direct the imagination toward the future and speak of another world in a coming time. But simultaneously, the images reach backward into the present to shape the current behavior and expectations necessary to realize the images. We act as if we already know the future; as if in some sense it is already here with us now.

8. Images thus explain the past, instill confidence in the present and inspire hope that one day the destiny foretold by the images will come true.

Without an inspiring image of the future then, no culture can long survive. As old visions pass away new ones must be born or cultural decline is inevitable. The history of a culture is a history of its images of the future. Images of the future, whether they speak of a heavenly kingdom, the good life here on earth, or both, thus reveal the vitality of a culture and pre-figure where that culture is headed—vigor and growth or decline and breakdown. While it may be true to say that the past is prologue to the present, it is probably far more accurate to say that *the future is prologue to all of history.*

In general, the contributors felt that current dominant images of the future are either inadequate, completely unacceptable, are breeding paralysis of thought, or are creating extreme social divisiveness. In short, we lack any commonly shared vision in Western civilization—no view of the future that can command belief and acceptance in any collective sense. Our imaging capacity is not stunted however. We can still exert some measure of control over the future. However, the greatest fear expressed by the contributors was that we will not exert this control wisely or that no basis for social cohesiveness will be found. Many ideas about new images were presented and the authors felt the new images needed were either inevitably taking shape, quietly existing but gaining momentum, drained of their effectiveness by their competitors, or not yet invented.

It appears safe to conclude then that we live in a time in which older visions are passing away and the climate at least is ripe for the birth of new visions. This in turn explains a great deal of our confusion and uncertainty today. For when a culture's vision is strong, there is agreement on social goals and purposes; the fundamental questions of existence are answered and command faith. There is a sense of movement and excitement, a confidence that even the most difficult problems can be solved or resolved. Competing ideas become a source of strength and clear evidence of deep wells of creative energy within the culture. But when a culture's images are weak, or even though strong, don't inspire the group imagination—then a culture becomes fearful and unsure of itself. There is a feeling of being adrift in time; in a world that is chaotic and frightening but is, nevertheless, more preferable than a future that seems without hope; more preferable than a future without the possibility of creating good memories. Is

[13]See "Search for An Image" by Jacques Ellul in *Images of the Future* for a fuller clarification of these ideas.

[14]See Thomas Green's essay "Stories and Images of the Future" in *Images of the Future*, for a very fine discussion of these themes.

this latter condition not our current situation today, living as we do in a world in which the comfortable, familiar past recedes from us as quickly as the disorienting possibilities of tomorrow's world thunder into our consciousness?

What It Means To Be Educated: The Interplay Between Literacy and Images

At this point, let me set these ideas about images aside temporarily and ask you to consider the second key concept I spoke of: the notion of the educated person. Here I wish to argue that in every age and culture there is some generally accepted idea of what it means to be educated, i.e., widely held beliefs about what it is necessary or appropriate for one to know and be able to do; the knowledge, attitudes and skills required to protect, maintain and enhance a culture. So self-evident is this fact that it would be hard to imagine a culture long surviving without such a collective understanding.

Literacy is a good word to use in this context and I use it in the sense of all those common expectations and instant recognitions people share with one another in art, music, economics or the natural environment; that inner landscape of feelings about life and its meanings that is uniquely characteristic of a particular people; all those instinctive ways of behaving that give coherency and predictability to a culture. By educated person then I don't exclude, but I don't mean just those who have been schooled the most or who possess special talents and gifts. I mean the individual who understands, is one with, at home in, and can function well in his/her culture—whether it be a hunting/fishing group or a technological society like ours. Obviously then, this definition of an educated person is much broader and more inclusive than anything we might associate with the idea of school or schooling.

If we accept that every culture has some set of beliefs about what it means to be educated or literate for that culture, then what is the origin of these beliefs? None other than the images of the future that hold sway in the hearts and minds of the people. Out of a culture's visions flow the models of the educated person; beliefs about the kind of person and the kinds of learning that will make the attainment of the images possible. In turn, these models shape the processes and architecture of formal schooling. The connections here—as subtle as they are powerful—are as true for Nigerians, Pakistani, Chinese and Hopi Indians as they are for Russians and Americans. And so delicate and intimate are these connections that as images of the future change in a culture, so do the basic beliefs about what it means to be educated. Such a shift, eventually, will lead to changes in the structures of schools themselves.

Now let us apply these key ideas about images and literacy to our historic period. If we use images of the future as a social lens to study global events, then we begin to see some underlying order in the chaos and confusion we are experiencing. As I mentioned earlier, the book contributors all agreed, and I think each of you here might too, that in our times we seem to finally have exhausted those great visions that pulled us on and inspired us in the past. Not that these visions are dead. They still pulsate and live on. They still draw believers to themselves. But none of the older visions seem to have the power anymore to energize our civilization in any collective way. Instead, the older visions fight and compete with one another and in the process discharge each other's energies. Small wonder then that such great fear and uncertainty are present in the closing decades of the 20th century; that there is a lack of any core values that provide unity and cohesiveness of purpose; that there is such a noticeable absence of the vigor and strength necessary to cope with our many social problems. Small wonder too that no general consensus can be found on what it means to be educated; on what kind of person we ought to be preparing for the future. *Because we lack a dominant vision of the future we cannot agree as a nation on what kind of future we ought to be working toward. Hence, we cannot agree on what kind of education will lead us forward.* Used properly then, images of the future provide a unique kind of lens for viewing our times and our current dilemma in education.

Decline of the Superindustrial Image and Its Powerful Underlying Dogmas

But let us try to turn up the magnifying power of this lens and look at a particular image that may help to illustrate the intricate interplay between images and literacy. The image I choose has been called by various names: industrial dream, technological utopia, the superindustrial society. Whatever we may call it, it has exercised great influence over the social imagination for several centuries in the West. Stated briefly, this dream spoke to us of unparalleled affluence, increasing leisure, high energy technologies that did our work for us, centralization of power in huge institutions, constant economic growth and rapid change, a high degree of mobility, extended life, and so on.[15] I believe this dream has been an interesting and even necessary experiment, but it has now reached the end of its usefulness because it is a non-viable global possibility. To try and carry it further would lead either to widespread social and biospheric destruction or our enslavement in some mechanized nightmare. As evidence this dream is actually declining I will cite

[15] I have tried to describe the superindustrial image in more detail in "Social Visions and Educational Futures," *Phi Delta Kappan*, November 1976.

five dogmas or beliefs that provided much of the foundation for this image—dogmas that no longer motivate us as they once did.[16]

1. First, the belief that the *humanities humanize*, i.e., the belief that there was a necessary connection between literacy and politics; that cultivation of intellect and feeling in the individual would naturally carry over into rational and humane social behavior. In short, an expectation that the humanities would lead to humaneness; that good schools would automatically lead to a better society and an improvement in the human condition.

2. Second, a belief in *ascending progress*. We were on a spiral of never ending, upward advancement. In relation to the past, not only were we the most developed of civilizations but each succeeding generation would make its mark at a higher point than the preceding one. The key issue was not whether progress was inevitable but rather how to discover the laws of progress so it could be controlled and speeded up.

3. Third, we believed in the *superiority of the West* over other races and social histories. This superiority was self-evident as any objective global assessment of cultural contributions would attest to. The backward countries of the world, beyond their needed raw materials, might be pleasant to visit—their primitive attempts at commerce, art and music even charming in their own way. But when it comes to the real contributions to human welfare, the West clearly excelled in all the important branches of knowledge and accomplishment.

4. Fourth, we believed in the *power of science, human reason and technology* to create and maintain the good life for us. Magic and superstitions out of the past were unnecessary to an enlightened society. The scientific method would unlock nature's secrets and give entry to her storehouse. No longer need a civilization, even in the best of times, be precariously close to famine or subject to the fickleness of climate and season. Similarly, right reason applied to matters of politics, business and the mind would create the highest social good for all and distribute this good to each.

5. And fifth, we were certain nature would readily cooperate in all this by making available her *bountiful natural resources*. These resources were, for all practical purposes, limitless. They were ours for the taking and could be exploited and used as we chose.

How recently these dogmas were a basic part of our belief structures in the West! Yet how little they command our faith today!! The 20th century has been the bloodiest century of all the past 2500 years of Graeco-Roman and western history. Our imagination staggers when we count the number of people in the West alone who suffered and perished in concentration camps or who died as a direct result of hunger, war or deliberate massacre. These unspeakable terrors were unleashed by so-called Christian, civilized nations even as public education was on the rise everywhere in the West during this century. From Dachau to Watergate we have seen some of our most literate, educated people entertain both aesthetic feeling and literate response with a ready willingness to commit serious crimes against their fellow human beings when it was felt necessary. The rebels of the 60's said it well when they asked why the high culture of the West should be preserved when it was bought at such a price of suffering and underdevelopment for the masses to satisfy the few—and the dominant cultural system was not able to stem the tide of barbarism that swept across this century. Will good schools lead to a better society? Do the humanities humanize? Even if we reply yes, our mood is likely to be guarded and qualified—certainly nowhere approaching the enthusiasm of earlier educational reformers.

As for ascending progress, I suspect most people are not certain anymore exactly what progress means or have much faith we could reach some consensus on its meaning. The idea that human progress is necessary and automatically unfolding would probably be equally suspect.

And so with our feelings of self-evident superiority. The insanity of military overkill, our selfish and unwise use of the planet's resources, and the speed with which Western technology spreads and destroys the values of older cultures, certainly must make us pause and wonder how superior we really are. As for science and technology, how often have we felt the creeping terror of a future without values or hope? Even human reason has tottered from its lofty throne as more and more people question the usefulness of unaided reason in solving our global problems. In the early triumphs of science and technology we failed to see that we were building a "one-storied universe" that fed our materialism but starved us of all those deeper feelings and aspirations necessary to spiritually sustain a culture.

And lastly, it appears nature is not as passive and quiet as we thought. Belatedly we are discovering how delicate are the life support systems of planet earth and how necessary it is to cooperate with and work within the laws of nature. A global silent spring is possible unless we curb our excessive appetites and learn with Gandhi that there are enough resources to satisfy our need but not our greed.

With the weakening of these five dogmas I believe the death knell has been sounded for the superindustrial dream and it is only a matter of time before its vitality and strength slip away. In the meanwhile we are caught in a most difficult position.

[16]The first three dogmas listed are very skillfully analyzed by George Steiner, *In Bluebeards Castle* (New Haven: Yale University Press, 1971).

On the one hand, an entire system of schools grew out of the superindustrial dream. These schools are still with us and for the most part are still preparing people for the superindustrial dream. Moreover, many of our organizations, technologies and ways of doing things are still being energized by the superindustrial dream. On the other hand, this dream no longer can call forth any convincing mass appeal, so we lose confidence in the very successes in education, business and politics our dream has brought us. We are caught thus in a sort of vacuum in time; propelled forward by the inertia of the past, but without any guiding beacon to direct our future course.

What then are we to do as educators? How are we to prepare people to live humanely in tomorrow's world when we lack a vision to inspire and sustain us; when we have no magnaetic dream to define what it means to be educated? I believe we can find a clue for action by extending further our analysis of images and literacy. If older visions are passing away and with it traditional notions of literacy, then the new definitions of what it means to be educated will be determined by the new vision that comes to dominate our social imagination in the coming decades. Of course, we can't know our visions in advance for in some mysterious way they reach out and possess us rather than our rationally choosing them. We can, however, perhaps see their general outline or at least evidence that a new vision is in the process of being born. It is to this evidence I would like to direct your attention now because I believe the evidence is very strong that a new global vision is emerging. And by carefully examining the evidence we may get some clues about the literacy that will accompany this new vision. For your consideration then I will describe five basic shifts taking place at this time, primarily in Western civilization. Each of these shifts is not terribly significant in itself, but all five taken together, I believe, suggest very clearly that a most powerful new global image is forming.

Evidence for An Emerging Vision

1. *Global Interdependencies.* We need not dwell long here. The manifold ways all social, political, economic and ecological systems on the planet interpenetrate and depend on one another have been much discussed and written about in recent years. When the events of the smallest state can send out shock waves that affect the entire world; when uses of technology can impact the whole human community in the span of a few years and sometimes in a few seconds—then there can be no doubt about the interdependencies among all the peoples of the world; no doubt about the fact that our social and psychic bonds are rapidly converging and tightening, and time and space separations are collapsing. How much longer will it be possible to pretend that the welfare of every part of the human family is not intimately tied to the welfare of every other part? The philosophy of Triage, thus, is simply a ghastly joke flowing from a perverted superindustrial consciousness, much as if the hand were to cut off the foot because the hand didn't feel there would be enough nourishment to go around for the whole body. We may live at the moment in a lawless global arena but the need for global security structures is clear evidence of how all human relationships are drawing together.[17]

Similarly, not long ago, most people would have had great difficulty seeing any connection between an oil blowout in the North Atlantic and the general health of photoplankton off the Fiji Islands; the pumping of industrial effluents into New York coastal waters and the making of weather over Pakistan. Accurately explaining these connections would still be a problem for most people, but the awareness that the connections are important is slowly becoming entrenched in our imagination. Gradually, the awareness is spreading that the planet with its thin biosphere is like a living organism in which every part touches and depends on every other part; in which there are flows and patterns across a huge ecological nervous system. To touch or disturb any part of this nervous system therefore is to touch and affect every other part. In short, we are learning that nature is alive and sensitive, not just some neutral, dead thing for us to conquer and exploit in our ignorance.

This awakening to how our biospheric and social systems interpenetrate will have profound effects eventually on how we visualize ourselves, what we respond to in our environment, how we design our buildings, organizations and life spaces, and take our leisure. As nature becomes a holy place once again and flowing information systems link people everywhere—we will be drawn to generate new images of human nature, human potential and human purpose.

2. *Desire for Smallness.* Underlying this shift, which is strongest just now in the West but is slowly becoming worldwide, is the growing realization that our huge education, business, military and government organizations are not meeting minimum human needs nor providing the range of human services they promised. Nor will these organizations be able to unless they undergo a massive scaling down, decentralization and redirection. Thus, in the future, people everywhere are going to have to learn how to care for and depend on each other again, and to do things more simply and less expensively just to survive and obtain ordinary human services. Initially, the motivation underlying this trend will be economic as greater numbers of people discover they

[17]For an excellent discussion of this point see *Toward a Human World Order* (New York: Paulist Press, 1977).

cannot afford to buy the products and services provided by our current models of law, medicine, education, transportation and so on. These are the most expensive models the world has ever known and we ourselves in the economically rich nations cannot afford them any longer.

This growing desire for smallness cuts across every aspect of our cultural life from the kinds of technologies we use, to the institutions that serve our needs, to the life spaces and human relationships that nourish us. As our social, technical tools change to reflect this desire, our images of ourselves will also change.

3. *Synergy of Eastern Mysticism with Western Pragmatism.* Allowing for a lot of oversimplification, there seems to be much truth in characterizing certain aspects of Eastern mysticism as having become too ethereal and other-worldly; too distant from the din of the market and the turmoil of the political forum. At the same time, only traces of mysticism have survived the emergence of rational, economic man in the West. As our global interdependencies increase it appears that the East is being forced to discover again the importance of being properly grounded and active in this reality, while the West is being forced to search for a larger purpose and vision—a reason to go on living beyond mere increases in GNP, more production and new ways to "conquer" nature. This new synergy will in time produce vibrant energy centers for creative problem solving and lead to new conceptualizations of human potential and human interaction.

4. *Thirst for Expanded Consciousness.* This shift is being expressed right now, particularly in the West, through the many humanistic/religious movements such as pentacostalism, ecumenism, experimental congregations, charismatic experiences, Zen, Yoga, Sufi, Arica, EST, T.M., psychic healing, Sylva Mind Control and so on. Despite certain excesses and abuses I believe that underlying each of these approaches is a deep desire to reject Madison Avenue definitions of happiness and to expand awareness levels to include the psychic and mystical. The people involved thus seem to feel that there is much more to them as individuals and much more to experience in life than our materialistic culture says there is. In the United States alone I think it is significant that several million people have already participated in some formal way with one or more of these movements. During the coming decades I believe this kind of searching will intensify and some magnificent illuminations about human potential will occur. Actually, these illuminations are happening even now as a result of exciting new syntheses of knowledge already in progress.

5. *New Syntheses of Knowledge.* By new syntheses of knowledge I mean such things as: (a) recent research into plant life demonstrating that the capacities for communication and the continuity of life forces among living things is far more subtle, profound and beautiful than anything we have imagined to date.[18] (b) A growing recognition that we each have colored auras surrounding our body whose purpose is to communicate basic information as well as reflect our moods, emotions and health.[19] (c) A much greater acceptance of all kinds of psychic phenomena in the everyday lives of people. Unknown to the general public there are now many scientists around the world who are trying to find new paradigms for understanding what is obviously a coming synthesis between physics, mysticism and the paranormal.[20] (d) Alternative forms of healing to Western medicine including psychic healing, homeopathic remedies, Bach remedies, acupuncture, acupressure, sonopuncture, color therapy, and magnetic healing. These and other therapies in many instances are centuries old and well proven for their validity. However they are little known in the West because of the monopoly exerted by standard medicine and the large drug companies.[21]

All of the above taken together suggest changes that are going to have the most profound effects on our world views and values, the way we define problems and visualize our potential, and the ways we create relationships with our social/technical tools. More and more people, I believe, are going to discover the deep and abiding harmonies of the universe; the incredible powers for human development that are at our disposal; that in the main we have taken a negative and pessimistic view of human nature. We are, in short, on the verge of a Copernical revolution in consciousness that could truly lead to a new age; to a whole new vision on starship earth. We can't define this vision in advance but I believe we can see its general outlines and feel the movement of its energy. What future historians may label this vision is unimportant to us now. I call it the

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[18]For a popular explanation of this see *The Secret Life of Plants* by Peter Tompkins and Christopher Bird (New York: Avon Books, 1972).

[19]For a summary of the work of two Russian scientists in this area see *The Kirlian Aura*, Stanley Krippner and Daniel Rubin eds. (New York: Anchor Books, 1974). Also see *Photographing the Nonmaterial World* by Kendall Johnson (New York: Hawthorn Books, Inc., 1975).

[20]For example, Arthur Koestler, *The Roots of Coincidence* (New York: Vintage Books, 1973); Lawrence LeShan, *The Medium, The Mystic and the Physicist* (New York: Viking, 1974); Bob Toben, *Space, Time and Beyond* (Toronto, Canada: Clark, Irwin & Company Limited and New York: E. P. Dutton and Co., Inc. 1974); Fritjof Capra, *The Tao of Physics* (Berkeley, California: Shambhala Publications Co., Inc., 1975). Also, Huston Smith, *Forgotten Truth: The Primordial Tradition* (New York: Harper Colophon Books, 1977); Thelma Moss, *The Probability of the Impossible* (New York: Plume Books, 1974.

[21]See *Medical Nemesis* by Ivan Illich (New York: Random House, 1976); *The Case for Unorthodox Medicine* by Brian Inglis (New York: G. P. Putnam's Sons, 1964); R. Carlson, *The End of Medicine* (New York: Wiley, 1975); *Back to Eden* by Jethro Kloss (Santa Barbara, California: Lifeline Books, 1972).

Aquarian Vision. Perhaps the astrological implications will bother or confuse some people. To me, the Aquarian Age symbolizes the ending of a super-industrial consciousness and the beginning of a whole new centrality of values in human affairs.

In my view this age is not fixed in advance or foreordained in some cosmic sense. Rather, for many reasons, historical and otherwise, I believe the potential for an Aquarian Age is open to us and for awhile we will have the opportunity to actualize it. Part of the power inherent in this opportunity is not that everyone will become a mystic but that the evolution of human consciousness nevertheless can be accelerated greatly during the coming decades.

Looking Through an Aquarian Lens: World Affairs and Literacy

Let us ask at this point what an Aquarian lens would show about the future that the superindustrial lens would not have presented to us. If an Aquarian Age evolves I believe, among other things, it would mean: (1) A breaking up of large power centers as they are currently represented in the huge transnational corporations. In their place would come non-profit, global security structures whose purposes are to arbitrate conflict and promote global cooperation and social justice. (2) Smaller corporations as basic units of production would inevitably dominate the economic scene. Similarly, smaller but largely self-sufficient regions would emerge around the earth; regions that enjoy amicable relationships with each other; and between which there would be relatively little movement of physical goods but a high degree of information transfer. (3) These changes would certainly be accompanied by a movement away from the super-industrial growth ethic, excessive materialism, and "high energy" attitudes and tools. There would be much less replacement of meaningful human labor by high energy tools. Instead, there would be a major dependence on low energy or intermediate technologies. Cottage industries and craft-based economic systems would be at least as equally honored as industrial systems. For those regions that chose a more industrial approach, certain technologies in any event would be automatically eliminated such as super tankers, nuclear generating plants and strip mining. The relationships between people and their social/technical tools would be "convivial" in the sense Ivan Illich uses this term.[22]

An Aquarian Vision is not anti-technology, anti-institutional, nor does it seek to go back to some earlier pre-industrial society. Technology will still be of great importance but the kinds of tools and the consciousness that uses these tools will be different. In its simplest terms, the industrial era represented a particular kind of experiment with technology in which we believed technological slaves could replace enduring human functions. An Aquarian consciousness sees the folly in this and offers yet another kind of experiment with technology—one in which social/technical tools are kept within safe limits; in which personal creativity and the enduring kinds of things people have always done for each other are greatly enhanced.

But now, still looking through our Aquarian lens, what might we see and say about the educated person or the literacy appropriate for an Aquarian Age. What I will do is suggest some areas in which I believe people will need to be literate for the future. These areas will not be in any particular order nor will there be any attempt to define a curriculum. Rather, I will simply present some ideas about literacy I feel are consistent with an Aquarian Age. The implications for home economics education will be quite obvious I think.

1. *Low Energy Tools.* I believe no one would graduate from any formal phase of schooling without an intimate knowledge of windmills, solar cells, fish farms, methane generators, composting toilets and the other low energy tools that can be used for food and energy production. These tools are relatively inexpensive, can be made widely available, are easy to share, repair and use, are safe, non-violent to the environment and encourage decentralized, self-sufficient systems. These tools provide excellent opportunities to teach math, history and other academic knowledge as well as cooperation, problem solving and decision making. But there is an even further incentive. As I mentioned earlier, we cannot afford our current model of school much longer which means we are going to have to find much simpler, less expensive ways of teaching people in the future. I have advised many school administrators, teachers and parents that if they seriously encouraged involvement with the low energy tools, a school could in a couple years be producing one-third or more of the electrical energy it uses through windmills built by the students themselves. A school could also produce all of the food it needs by summer gardens, greenhouses and enclosed fish farms.

There are also many additional kinds of low energy tools that would be useful in other areas of living. In health care, for example, the literate person of the future will have a working knowledge of alternative healing therapies, a thorough understanding of the body and how it works, and be able to use methodologies as disparite as taking blood pressure, bio-feedback to control internal processes, meditation to reduce pain and hasten healing, and perhaps even examination of auras. It will be a common experience for literate people to responsibly share and teach one another about the tools of heal-

[22]Ivan Illich, *Tools for Conviviality* (New York: Harper & Row Publishers, 1973).

ing.[23] The same will be true for the tools of learning. In short, being able to use low energy tools in all aspects of life will be an important part of literacy for the future.

2. *People Loyalties.* Helping people to emphasize loyalties to each other more than to large institutions will be a fundamental part of Aquarian literacy. This means bringing back a lot of old fashioned virtues such as honesty, integrity, faithfulness, keeping promises, cooperation, trust; the belief that people are basically happier when they can care for and depend on one another; that enduring human functions cannot be given over to huge technologies and anonymous institutions without destroying the very life of a culture.

3. *Desire to Personally Make.* People cannot be totally self-reliant but they can learn to personally make or do rather than have a constant reliance on the pre-packaged services of huge institutions. I mean here an instinctive, habitual attitude in which one's first response when a need presents itself is to ask what one can do or make to satisfy that need. Certainly this implies a value system in all areas of life in which there is less acceptance of giving oneself over to the expert's decision and less use of the ready made professional service versus what people can do for themselves.

4. *New Reality Constructs.* Although it is often said that one of our major problems today is information and decision overloads, I believe the real issue lies much deeper. It is not an overload we have but confusion in trying to process 20th century data through reality constructs out of the 18th and 19th centuries. We need new constructs to understand our world on the eve of the 21st century. What will they be? *Spaceship earth? Planetary citizenship? Bioenergy?* (A more basic form of energy that accounts for both physical and psychic phenomena.) *Cosmic health?* (An awareness that health means being in harmony with one's spirit, mind, emotions and physical body; that all physical disease is but a symptom of and clue to a deeper internal disharmony.) The development and teaching of these new constructs is probably the most exciting challenge in education today.

5. *Self-defined Work.* Another very important area of learning will be for one to discover a work to do in life. By work to do I mean a personal space in which one tests oneself and finds an area of competency; in which a sense of style, judgment and craft can be exercised; in which one produces something more enduring, something to be used rather than used up.[24] Whether one's work is being a teacher, a healer, a peacemaker or explorer, it is something that can't be completed in less than a lifetime. On the other hand, a job is simply how you earn money. Ideally, both job and work will be the same. Most crucial, however, is to have a work to do in life even if one has many jobs or sometimes no job at all.

To discover this work to do in life young people will have to have real responsibilities and real opportunities to be productive. At present we *want* young people but we *don't need* them for the maintenance of society. The only responsibility they are allowed to have for the first quarter to a third of their lives is to be a learner in school. This may serve well the development of a superindustrial mentality but such a system would be very much out of place in an Aquarian society.

6. *Leisure as the Center of Life.* To the classical mind, the purpose or end of work was to enter into leisure. To the superindustrial mind, the purpose of leisure is to enter into work, or perhaps more accurately, job. In other words, we are expected to use our leisure to rest and amuse us so we can return to our job. In the ancient world, leisure was an attitude of mind independent of time; the doing of something for its own sake; a kind of detachment that allowed one to see deeper orders of harmony because one was not enslaved by the world. Leisure, in effect, said something about your whole life and character. By contrast, to the modern mind, leisure is what one does in some time block away from job—usually recreation and entertainment. Not surprisingly then, but sadly, we hear educators often say we need to help young people learn to use their "leisure time productively"—an outcome hardly desirable even if possible. Small wonder then there is so much dis-ease in our civilization because productivity and amusement are substituted for authentic leisure.

Leisure in the Aquarian Age will mean understanding that leisure is the center of life, the very basis of culture, and it is only when one is in leisure that the most profound truths can be seen. Tomorrow's educated person will understand that sickness always comes to one deprived of leisure for any length of time.[25]

7. *The Capacity to be Centered.* The great thinkers of Western civilization always understood there were two ways to know: (1) rational discourse or discursive reasoning in which one slowly, indirectly, categorized, analyzed, compared, abstracted and went logically from premise to conclusion. And (2) a direct, immediate perception of the thing known beyond intellect and reasoning; what we call religious inspiration or creative flashes in which the veil of reality parts momentarily and we see things as they

[23] I have elaborated on these ideas in "Images of the Future: Health Occupations in Transition To A New Age," *American Vocational Journal* (February 1978), pp. 72-76, 117.

[24] See Thomas Green's excellent discussion of these ideas in *Work, Leisure and the American School.* (New York: Random House, 1968).

[25] I have tried to explore the power behind these ideas in "Leisure: The Missing Futures Perspective in Educational Policy," *Journal of Education* (May 1977), pp. 93-104.

truly are. In the superindustrial consciousness inordinate weight is placed on rational ways to know. In the Aquarian Age, rationality will still be important as always, but it will be balanced and complemented by one's intuitive faculties. Important training will thus be to help people learn to quiet the intellect and open up to the inner self; a development of one's poetic and irrational ways of knowing. Thus, it will be commonplace for the literate person of the future to know how to meditate—to be centered.

8. *Unity of All Reality.* This capacity to be centered is also crucial to helping people see the unity of all reality; how all things are connected and interrelated; how the health of our natural environment is involved with the health of our body and spirit. The educated person in the Aquarian Age will readily understand what Francis Thompson meant when he spoke of the connection between a falling leaf and a distant star.

9. *Long-Term Perspectives.* Having a work to do in life, being able to enter into true leisure where one can be centered and perceive the unity of all reality, permits people to bring long-term social, economic, environmental and spiritual perspectives to personal and social decision making. In an Aquarian Age gone will be the short-term gains and crass situational ethics of a superindustrial world view.

10. *Openness to New Revelation.* And finally, it will be important for people to understand there is an ongoing revelation about the ultimate questions of human existence. This means, at a minimum level, being open to the new paradigms and syntheses of knowledge taking place and where these might lead us.

Many other knowledges, attitudes and skills, of course, will be necessary too, including such basics as the 3 R's and other kinds of competencies you routinely deal with in your curricula. Nevertheless, I hope even this brief listing suggests the range of literacy for the future. I believe tomorrow's literacy spectrum will be seen as extending from the cognitive, affective and psycho-motor on the one hand to the psychic/mystical on the other. In my listing I have tended to speak more of the psychic/mystical end of the spectrum because this is the end we seldom talk about in education and which we now need to emphasize.

What I hope is also evident about this new literacy is the impact it will have on all aspects of family life and parenting, and therefore all aspects of present day education. Tomorrow's educated person will be a much more sensitive, caring and aware person; someone less subject to propaganda and political persuasion, less attracted to newness and bigness for its own sake; someone who views wealth in less materialistic terms; someone more demanding of quality products and quality relationships between people; much more conscious of global priorities and needs; someone who rejects racial bias, sex-role stereotyping and large anonymous institutions; and someone intensely interested in personally fulfilling work and how to maintain a rich and diverse family and community life.

Preparing this educated person will be the major task for the balance of the century as the new global vision takes more definite shape and penetrates our consciousness. I believe the inspiring forces operating even now from this vision will assist us in this task and guide our efforts.

Conclusion and Some Final Notes About the Literate Person Needed for Tomorrow

Let me close now by summarizing what I have tried to share with you. The superindustrial dream is dying and with it many of our traditional notions of what literacy signifies and what it means to be educated. (The older dream, let us remember, was a noble venture and one that had many elements and accomplishments of which we can be proud.) In its place a new vision is slowly emerging even though it may be accompanied by much strife and uncertainty. I have called this new vision the Aquarian Age. This age symbolizes a whole new centrality of values in human affairs on a global scale and a major step forward in human consciousness—all pointing toward a new definition of literacy.

While we cannot know our visions in advance, we can, I feel, see their vague outlines or at least evidence that a new vision may be emerging. The characteristics of this new vision for our times seem to be: an expanded awareness, oneness of all reality, international cooperation, social justice, peace, flowing information networks linking people everywhere, synergy between Eastern modes of consciousness and Western pragmatism, a desire for smallness in all aspects of life, and exciting new syntheses of knowledge bringing together modern physics, mysticism, the paranormal and healing—all leading to new paradigms and thought models we can only dimly perceive now.

The implications of all this for us as educators are that there are some very specific knowledges, attitudes and skills we need to help people develop now for life in this new age. Some of these knowledges, attitudes and skills we can probably teach within our existing schools and curricula. The real challenge however is to explore more fully this new literacy and the new models of school needed for the future. I believe everything I have said here this morning about images of the future, the emergence of a new vision, and literacy skills for the future applies with added force to people like yourselves who are concerned with the quality of family life. You have the opportunity during the coming years to make the new age literacy one of your primary concerns and in so doing to bring a freshness and hope back into education that we haven't seen in a long time.

As we all pursue this challenge I believe we will discover that the educated person of tomorrow will be a rather unique kind of person in the history of human affairs; not a saint by any means because certainly some of the cussedness of human nature will still be with us; but someone nevertheless much more in harmony with him/herself, his/her fellow human beings, his/her natural environment and his/her psychic/mystic capacities. In essence, tomorrow's educated person will be quite different from the person that evolved out of our superindustrial consciousness. As others have said—a nation that hates war will never find peace. Because we hate war we spend over 100 billion dollars each year on military programs, and we develop ever more insidious ways to kill. Only a nation that loves peace will find peace. The same applies to people. The literate person of the Aquarian Age will be a lover of peace not a hater of war, poverty, inefficiency or the other things we learned to hate in the superindustrial consciousness.

Perhaps the most exciting thing is that becoming this new educated person is not reserved for future generations or young people. It is open to everyone of us here in this room this very minute if we choose it and are willing to open ourselves up to its possibilities.

Thank you very much for letting me share my ideas this morning. Much Peace and Light to all of you.

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THE IMPORTANCE OF THE AFFECTIVE DOMAIN IN EDUCATION*

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This presentation will comment on the affective domain in three areas—family, work and education. It will also suggest ways to become reacquainted as adults to the feelings we had to abandon in our early years.

Our earliest education comes from our families. In order to recapture what we learned about feelings as a child, it is helpful to complete the following sentences:

- As a young child, when I had affectionate feelings I was expected to . . .
- As a young child when I had angry feelings I was expected to . . .
- As a young child, when I was fearful I was expected to . . .
- As a young child, when I cried I was expected to . . .

In general, both men and women recall that animals or grandparents responded more often to affection than parents did; hardly anyone could recall being angry; angry feelings were unacceptable; generally as children they were talked out of fear—told to "be brave," or "it really isn't scary"—and crying was OK if you were physically hurt, or if a goldfish died. Otherwise, boys were told to stop, and girls were sent to their rooms until they had stopped. For both boys and girls it was assumed that you were unable to work on whatever was bothering them until the tears had stopped; then they could talk about it. As a result today, most adults don't know they can cry and talk at the same time, and they have even lost touch with the feelings behind the tears—anger, sadness, frustration, fear, delight.

These early responses to expression of feelings are brought with us into the working world as adults. The business world is not considered a place where feelings can be expressed. Men see tears as a sign of weakness and consider anyone who cries as someone who is falling apart, and women save their tears for the Women's Room.

Other areas of the affective domain—fear, affection, anger—are not much more acceptable, with anger being a modest exception. But since for many adults anger was ruled out as unacceptable so early, it is very difficult even to recognize that feeling and to use it constructively.

What happens to us as adults when we discount emotions as one of the ingredients in a transaction? It helps to increase misunderstandings and to confuse communications. We smile while talking about being enraged; expressions of warmth are misunderstood; we are even suspicious of compliments. After awhile it becomes difficult to capture a feeling—and when asked how one feels, one replies with a thought. What we learned at home we act out at work. And much of our early learnings were reinforced through our education.

How much encouragement in the classrooms is there to share feelings of fear, affection, anger, confusion? As boys and girls today begin to struggle with new behaviors and work in new areas, can they share some of their concerns about entering into unfamiliar activities and some of their confusions and their excitement? Is it possible to include in the problem-solving process the affective area so that children can talk and cry, can be angry and think, and can stay in touch with a part of them that will be instrumental in their future transactions? Whether or not they know how to understand their feelings, they will always have to deal with them. And if they can learn that feelings are acceptable, then these feelings will be available to them to help understand their reactions to people and situations and will be able to help them make more congruent choices.

You are teaching those who will be teachers of others—both at home and in the schools. Can you help them to integrate their *thoughts, feelings* and *behavior* and achieve internal and external congruency? So often we have been taught to think one way, feel another, and behave ambiguously. Our socialization indicates times and places for the appropriate expression of feelings. It's helpful to be clear enough to be able to make these choices, and not to be so disconnected from our feelings that we are unaware of when we are behaving inappropriately—at the wrong time, to the wrong person. If we are disconnected, we avoid actions that would frighten us; we don't take advantage of new situations; don't take risks; we avoid people who anger us or to whom we are attracted. And we often have little empathy for the feelings of others.

The NTL Institute, a 31-year-old training and consulting organization, has been offering opportunities for adults to become clear once again on the feelings they have and help them to learn how to express

*Summary of a presentation at the Conference on Current Concerns in Home Economics Education on April 17, 1978.

these to oneself and to others. Also, NTL, through experiential learning, gives adults an opportunity to experience feelings (off-the-job) and to learn how to integrate them with their thoughts and behaviors. Through a process of sharing one's reactions to others' behaviors, NTL helps us to educate one another on how clearly we communicate to each other what we wish to—e.g., if in accepting an assignment we are scared, and that affects our performance, it is important to share that. Or if I feel good when working with you, why not let you know?

Most of our early learning at home and at school is to disconnect us from the affective domain. Education should be a chance to integrate ideas and feelings, and you have an opportunity to do that for those who will be the educators in the years ahead.

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THE ACCOUNTABILITY MOVEMENT AND STUDENT NEEDS

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My theme for this afternoon centers on accountability, but before reminding you of some of the pressures that we as educators are facing in this arena, I would like to step back and try to examine some of the reasons why we are being subjected to demands by our masters in the community and by our legislators to do a more effective job than they see us doing with America's youth. While I am far from certain about the real reason why schools are coming under special scrutiny today, there are at least several possibilities. My purpose in trying to mention some of these possibilities this afternoon is that as we respond to pressures from state legislatures for better "performance" in teacher education programs, it is as useful to be knowledgeable about some of the reasons for these pressures as it is to react intelligently to the particular form these pressures take. It is important, I think, to try to respond to the spirit as well as to the letter of the charges directed against us.

One area of concern, and it is a very general one, is that we are disturbed as a society by what we see in youth. We are disturbed by our crime rate; we are disturbed by drug addiction; we are disturbed by the general malaise in the youth culture that is reflected to us in the popular media. The reasoning goes that schools, after all, are a prime agency, if not *the* prime agency, that reaches all young people (or almost all young people) and the schools should be held to account for aspects or characteristics of youth that we see as undesirable or even destructive of the larger societal fabric.

There is another school of thought. Schools have fallen short of our expectations. School people have been the first to claim that they can play a major role in helping this nation to address critical social problems. When our critical social problem was seen in the late 1950's and the early 1960's as educating enough bright youngsters so that we can move ahead of the Russians in the space and defense race, schools were willing to take on the responsibility of moving America ahead (and the money that went with it) by training more scientists and engineers. And when the spotlight shifted a few years later to the distressing problems of racial bias in the United States, schools claimed that they could make a contribution here, too, if we gave them the money to do so. Indeed the public gave the schools considerable responsibility for helping to alleviate these problems. Whether it was "career education" or "back to the basics," or what have you, schools accepted the challenge. Then, the American public, as is its disconcerting habit, looked back a few years later and noted that we still have tremendous problems of racial prejudice in the United States, we still have pockets of grinding poverty, both in urban and rural areas. In some schools our youngsters are not learning some of what we consider basic as well as they should. Youngsters are not being prepared, we are told, for careers the way they should be. Yet the schools took the funds, even asked for the funds, to ameliorate some of these profound social problems. So there was a sense of disappointment bred of a perception of expectations unmet. Now you and I might discuss at some length whether or not the schools did or did not make a positive contribution in those areas. I, for one, would maintain that they did. Nevertheless, for a variety of reasons, the public seems certain of the fact that there are expectations, even responsibilities, that have been unmet.

There is another line of reasoning. Schools are seen and always have been seen, not as instruments for social change but as instruments for conservation of social values. As the schools assumed responsibility for solving major societal problems, they began to be seen by a large segment of the public as more suspect, as not reflecting the values of local communities. Rather they were using tax funds to change those local communities. This perception damaged the credibility of the schools in the eyes of a significant portion of the population, according to this line of reasoning. I think, personally, the evidence is impressive here. Several Americans and some investigators from other countries have completed important studies recently in looking at the relationship between the school and community. They find, by and large, that schools are even more central to the social fabric in a given community than we might have imagined. It is resented deeply when local schools are expected to reflect major changes to advance larger societal goals. Schools are seen by some people in local communities as striving for the wrong goals.

A paradox, perhaps: How do you advance the larger social good, such as integrating the races, and at the same time honor local community values? It is this tension that we see in demonstrations against bussing in Boston and many other places. This tension has helped to damage the picture that people have of the schools in the country. The rapid growth of non-public schools for young children is

something that many of us question. Yet, if you honor completely local values, local purposes for the schools, there is no question that you are advancing racism and you are doing some other things that are for the broader society unwise.

These are just some of the lines of thought that one detects. I am sure you detect others that might be behind the demands of the schools for a greater degree of accountability.

There is a much more skeptical line of reasoning. Some of my colleagues say accountability pressures have little to do with any of this, but rather with money. The country is in trouble economically, and we are looking for ways to rationalize a reduction of educational expenditures. One way to rationalize reduction of educational expenditures is to narrow the purview of the schools. The way to get schools to focus on fewer things is to build up a strong accountability movement stressing "basics." This is not the first time in the history of the world that this has happened. Go back to the last century in the United Kingdom, to the payment-by-results movement that took hold in Victorian Britain. Gladstone, the Prime Minister, was helping the country see its way through the horrible economic aftermath of the Crimean War. And so he said that schools should be supported to the degree that they helped children succeed in doing better on tests of reading, writing, and arithmetic. Go back and read Matthew Arnold, who was an inspector of schools in Britain at the time, about the narrowing effect of that particular accountability movement on the curriculum of British schools. Matthew Arnold's views are as appropriate today as they were then, I think, in helping us look with caution on some results of an accountability movement that seems to start with the assumption that educational expenditure be reduced. (I think it is in the Kappa Delta Pi journal that Gene Glass has a very brief piece on Matthew Arnold and the results of that last, major round of accountability.) Some say we recently have been through a horrible war and our country is not in great shape economically. The dollar is plunging. Demographically the number of youngsters is down. What we have to do is to find ways as legislators, in the various state capitals, to reduce expenses. All of these are backdrop for the central question of how to reduce spending monies.

My purpose in detailing some of these contributing elements to the pressures we see now for greater accountability is to encourage all of us to think about what people mean as well as what they say when they criticize the schools. Maybe we can respond in a responsible way. The pressures for accountability take many forms. In Michigan, they are trying to assure that in a specified set of subjects children are achieving at certain levels on statewide examinations. These examinations are not offered in all fields. We know a great deal about what happens to the curriculum when a testing movement takes firm hold. Over time, the curriculum reflects the tests. If certain subjects do not lend themselves to the kinds of testing models that are employed broadly, those subjects tend to diminish in importance in the curriculum. Not only that, but I would argue if I had the time that even in the areas in which the testing is done, there is a troublesome narrowing effect on the curriculum.

I am a former science teacher. Some of the most important understandings in the field of science are the most difficult to test. The big ideas in science such as equilibrium, successive approximation, randomness, and symmetry are extraordinarily sophisticated. Understanding is built up incrementally by seeing how these broad concepts operate in specific situations that arise in the laboratory, that arise in classroom discussions, or that arise outside the school. Because we don't know how to test adequately children's understanding of these broad ideas (I make the assumption that there are similar ideas in home economics for which we don't know how to test well), our curriculum narrows to the elements with which we have most experience: basically testing for recall of specific factual information. I do not mean to suggest that recall of specific factual information is not important; it often is. But most teachers of science argue that it is not the sole aim of science teaching.

Furthermore, how do you pre-specify curriculum (to meet the demands of testing programs) without greatly limiting the latitude of the teacher to emphasize points that he or she thinks important when those points arise? All of us know that some of the most effective teaching goes on when unexpected and unplanned things happen. You and I might agree that it is important for 8- or 9-year-olds to learn something about the importance of sportsmanship. Yet it is one thing to plan a lesson on sportsmanship, and it is quite another to take the opportunity of some unexpected event in a classroom or on a playground for a 2nd or 3rd grade teacher to teach the same point. The same thing, exactly the same thing happens in scientific areas. When a youngster working with a mealworm comes across a certain problem associated with investigating animal behavior, that is the time to emphasize that particular line of thought. Highly-structured curricula with a sophisticated testing program tend to militate against this kind of spontaneous opportunity and so, I submit, weaken the curriculum.

We have seen the effect of this influence for years. In teacher education, the form that it has taken is the so-called competency-based or performance-based teacher education program that enjoyed quite a flurry of attention a few years ago. The movement, as you well know, affects the home economics field as well as my own. The object is to list the competencies, or, to use an earlier term, the behavioral

objectives, that the curriculum is expected to promote and then build a program that reflects those activities students need to develop the prespecified behaviors. The problem is: Do we know more than we know how to describe?

I do think we have to be accountable to ourselves, and we have to be accountable to the public. But one troublesome aspect about the form the accountability movement is taking in education today, is that, like so many other things, it is becoming an initiative of the government. Government doesn't discriminate well if one values local differences. Government is not finely tuned to the specific strengths of a particular third grade teacher. It tends to treat everyone the same. While my vision is no clearer than that of most people on this topic, I think we need to concern ourselves, more perhaps than we have as a profession, about the kind of activities we would foster among ourselves in order, first, to be accountable to ourselves and then to try to help the communities of legislators, and the public at large, understand the ways in which we are taking our responsibilities seriously. I don't know all the ways people in the home economics education field help one another, but my model of accountability is based in part on meetings like this one. We are convened as a voluntary association of knowledgeable people talking about the kinds of practices, the kinds of standards, that we hope to strive for in improving practice. Attendance at a professional meeting represents time freely given in order to improve one's self. The general public, I think, should know more about what motivates people to engage in this kind of activity and what the public benefits are. We need also to be more articulate with ourselves and with others, lest people fear, and I am afraid they do, that we are not taking our responsibilities seriously.

When they have this perception, we fall into terminology like *accountability* rather than *responsibility. It is not an insignificant difference.* Accountability is a term drawn from bookkeeping. It reflects the kind of mentality that suggests one must keep careful records of what people are doing, partly because they are not to be trusted. The words we choose to describe what we are doing are seldom accidental. They almost always have some hidden or not-so-hidden meaning. "Accountability" implies lack of trust. I guess I would like to help devise approaches that are clever enough to demonstrate to concerned citizens the seriousness with which we take our professional responsibilities and at the same time to show the effectiveness of what we are doing. I think we have much to learn. One reason we may have fallen as heavily as we have into a testing pattern to demonstrate our accountability is that we are persuaded that scores on tests tell us a great deal, and that we can improve them. Test scores are thought to be a powerful persuader of the people who control our budgets. But I am not so sure. There are many ways that each of us gains information. Quantitative data from research is but one way. I don't want to be understood as having said such data are not important in helping us and helping others to understand how well children are doing in school, but I do submit that there are other ways to help people to understand; I think that there are other ways to make boards of education, state legislators, and federal legislators, comprehend what we do. As I listen to "education talk" by my representatives in the State legislature, I am impressed by the frequency with which they use personal anecdotes. Something has happened to their children they want you to know. Something happened to the children of a relative that disturbs them. They heard a story from a school principal. Personal anecdotes for these men and women can be powerful molders of public opinion in my view. If I have any suggestion to offer this afternoon, it is that in addition to informing our public through quantitative data, through survey research, about what we are doing in the schools, we also learn how to use the highly individualistic story. It often is more powerful than trying to describe everything that is going on. If you can tell the story of one child, and what happened to that child, in a given classroom, what a certain teacher did, you might have influence beyond your expectations. This week the holocaust is being portrayed on television. The producers in three or four evenings are trying to cover everything. I can't help but feel that one or two instances, well presented, might convey a more revealing picture. We often can do better in portraying events by particularizing.

Try it as you talk with your board members. Try talking about individual children and what is happening to them, partly as the result of your teaching. I think it is an important way to tell a story. (Hazel Spitze does it all the time in helping to educate me about the Home Economics Education Division and the Department of Vocational and Technical Education in the College of Education at the University of Illinois.) What is this one doing? What is that one doing? My assumption, and I suppose it will be my concluding point, is that if you are helping people to understand a particularized event you are probably reflecting more of the breadth of your own professional judgment than if you are giving them abstract summaries. (I'll soften that a bit and not say that individual portrayals should substitute for more abstract reports, but rather supplement them.) Complement your survey data about enrollments and grades and curriculum topics with stories of what specific youngsters are doing. To become accountable, let's try to use what influence we have so that our accountability attempts are based as much as possible on the full range of our professional judgment and belief.

THE NIE EVALUATION OF CONSUMER AND HOMEMAKING EDUCATION

Aleene A. Cross
Head, Home Economics Education
University of Georgia

The review and evaluation of Consumer and Homemaking Education by the National Institute of Education has generated an enormous amount of interest and a certain degree of apprehension. There has been considerable discussion among leaders in Vocational Home Economics Education and perhaps needed changes in programs made. A major advantage of any evaluative process is the opportunity to take a close look at existing conditions and "to get your house in order." I am convinced that Consumer and Homemaking Education will profit in every way by the NIE review and evaluation. Personally, I believe the findings of the studies will be positive and will provide data that has long been needed by the Congress. Furthermore, I believe that before 1982 we will eliminate the non-essentials in our programs and stress the essential skills needed by both male and female homemakers. It is in this optimistic context that I will review first the Congressional mandates for the evaluation, the involvement of Home Economists in the process, the proposed study projects, and the five position papers.

The Congressional Mandates

Public Law 94-482, which is more commonly known as the Amendments of 1976, designates that NIE shall conduct a study of vocational education. The law reads, "the Institute shall undertake a thorough evaluation and study of vocational education programs, including such programs conducted by the States, and such programs conducted under the Vocational Education Act of 1963, and other related programs conducted under the Comprehensive Employment and Training Act of 1973 and by the State Post-Secondary Commissions authorized by the Education Amendments of 1972."

The four studies that will be conducted as a result of this Congressional directive are:

I. Distribution of Vocational Education Funds
II. Compliance with the Applicable Laws of the United States
III. Means of Assessing Program Quality and Effectiveness
IV. Review and Evaluation of Consumer and Homemaking Education Programs

The final reports are to be ready for submission to Congress by Fall 1981. Home Economics Education will be evaluated in each of the first three studies as a component of Vocational Education whereas the fourth study is especially focused on consumer and homemaking education.

Involvement of Home Economists

The professional organizations (American Vocational Association, American Home Economics Association, and Home Economics Education Association) and the Program Specialist for Vocational Home Economics Education in the U.S. Office of Education have from the beginning made suggestions and had open communication with personnel in the National Institute of Education. For this privilege we owe thanks to Lois-ellin Datta and to others who work with her.

The annual convention of AVA in December 1976 which was held in Houston gave those of us present an opportunity to discuss the recently passed law including the evaluation component. Dr. Corinne Rieder of NIE came and spoke to the Home Economics Division about the evaluation of Vocational Education and suggested that a liaison person from the Division be appointed. Dr. Camille Bell who was the Vice President of AVA for Home Economics asked me to serve as the liaison without knowing that I already knew Dr. Rieder and Dr. Lois-ellin Datta through another NIE/Vocational Education activity.

My first activity as liaison was to arrange a meeting in February with Dr. Datta to discuss how we might be of assistance. She suggested that we submit names for the technical committee, the overall advisory group, and for authors of position papers. She also indicated the need for studies and curriculum material. Camille Bell, Janet Latham, and Bertha King went with me to talk to Dr. Datta. AHEA had a similar meeting and also had opportunity to make suggestions. The four of us who had talked with Dr. Datta narrowed a list of suggested persons compiled at a Kansas City meeting to the number that had been requested. These names with addresses and titles were typed in my office and sent to NIE.

A letter was sent in May to all state supervisors of

consumer and homemaking education requesting them to send curriculum and other materials to Dr. Datta. The result was excellent and indicated to NIE not only the quantity and quality of materials but also a willingness to be of assistance. A request went to selected teacher educators for copies of research that evaluated program effectiveness. Although I think we teacher educators were as willing as the state supervisors, unfortunately we did not have as much to share. Last August Dr. Datta indicated a need for suggested sites to visit, and as a result I wrote a selected number of state supervisors asking them to write Dr. Datta describing possible sites. Without exception, they responded.

The five position papers were prepared by Ruth Hughes of Iowa State University, Diane Fassett of the National Association of Future Homemakers of America, Elizabeth Simpson of the University of Wisconsin-Madison, Aleene Cross of the University of Georgia, and the Research and Development Unit of the American Home Economics Association. These will be printed by NIE and will probably be available in the Fall.

Elizabeth Simpson is the Home Economist on the overall advisory group. The technical committee for consumer and homemaking education consists of the home economics educators (Aleene Cross, Mary Kievit, Janet Latham, Gwendolyn Newkirk, and Twyla Shear), a state director, and a specialist in childhood and early adolescence. This group has reacted to the study proposal by mail and telephone as well as in a two-day conference. Personally, I think our reactions have greatly influenced the study. We will be involved, probably at a meeting in June, with the researchers who are awarded contracts. NIE plans to utilize the technical committee on a continuing basis to assure excellence and appropriateness of the research procedures.

The NIE staff has attended several national meetings. Dr. Datta spoke at a meeting called by USOE in Fort Worth. Dr. Marion Minot reported activities to date at AVA in Atlantic City. Both have met twice with the Vocational Home Economics Coalition of AHEA, AVA, and HEEA. Pilot site visits have been made in five states.

Those of us in the field have influenced the process and I believe will continue to have opportunity for involvement.

The Proposed Study Projects

The Plan for the Study of Vocational Education is designed to result not only in the four specific studies but also in two products which are (1) a description of the vocational education enterprise nationally—"a fact book," and (2) a systematic account of the changes in vocational education that can be attributed to the Education Amendments Act of 1976.

The studies proposed for Consumer and Homemaking Education examine (1) the extent to which C&HE programs are responsive to the requirements and intent of Federal legislation; and (2) the results of participation in C&HE programs for the learners. The findings of these studies, together with estimates of learner needs, will form the basis for recommendations for improving and redirecting federally-funded C&HE programs.

These objectives are consistent with Section 523 (b) (1) which states that the study to be undertaken by the NIE "shall include . . . (F) a review and evaluation of the effectiveness of programs funded under subpart 5 of Part A . . . and . . . make recommendation for the redirection and the improvement of programs at all levels funded under such subpart."

Inquiries to be pursued will focus on the administration of C&HE programs at Federal, state, and local levels; on the correspondence between what is happening in the classroom and the intent of Federal legislation; and on the learners actually being served under the law. Findings from these inquiries will have implications for other parts of the study and, in turn, be enriched by the research on the distribution of funds, compliance, and the means of assessing program quality and effectiveness.

The studies that NIE proposes to conduct include:

- An examination of what the Federal government does in fulfilling its responsibilities for review, monitoring, and leadership in C&HE, and of how and why Federal administration for C&HE has changed over time;
- Analyses of how well the states carry out their management, leadership, and review functions in relation to the C&HE programs, with special reference to the contributions of their Advisory Councils on Vocational Education, the work of pertinent state administrative personnel, and the allocation of funds to ancillary services intended to assure excellence and innovation;
- A study of C&HE classes in a sample of schools designed to provide information on who is being taught, what is being taught in terms of learner needs, effectiveness of curricular and classroom teaching, and of the ways in which functions of management, review, and leadership are carried out locally;
- A study of the impact of C&HE programs intended to develop consumer and parenting skills upon three groups of learners: young adolescents, school-age parents, and adults in economically depressed areas; and
- An inquiry into the skills, information, and understanding that individuals will need to act as intelligent consumers and competent homemakers in the future, and into the sources and quality of information on consumer and homemaking functions available to different groups of people.

The findings of these several studies and inquiries

will provide the basis for suggestions on "the redirection and improvement" of C&HE programs and also help answer questions that have been raised about the purposes, location, uses, and level of Federal support.

A recurrent question is whether federally-funded C&HE programs provide a distinctive and needed function in the educational system, and, if so, whether this should be accomplished through vocational education legislation. Embedded in this policy issue are a number of questions, such as: What would be the consequences for C&HE, if Federal vocational education funds were no longer available? What would the consequences be if the provisions in subpart 5 were modified with respect to purposes, who should be served, and levels of funding?

There is no doubt about the intentions of the law. The content of federally-funded programs is to be shaped by current national and local economic, social, and cultural conditions and needs, including the need to prepare men and women for the dual roles of homemaker and wage earner. The programs are to be available to a wide spectrum of the population, but especially to those who might be expected to know the least about consumer and homemaking functions and be more vulnerable to the costs of imprudent consumer decisions or incompetent homemaking. The programs are expected to contribute to improving the quality of home environments, family life, and consumer decisions. Finally, through the ancillary services made available for all homemaking education programs, Federal funds are expected to have catalytic effects in improving the appropriateness and excellence of non-federally funded C&HE programs.

These intentions are broadly consistent with the mission of Federal support for C&HE since 1917. Nevertheless, knowledge about enrollments in these programs is partial and inadequate. Even less is known about the content of the programs. Virtually nothing is known on a national level about the benefits accruing to those who participate in them. The most recent national study of C&HE secondary school programs was conducted in 1959 and published in 1962 (Coon, 1962). States have interpreted accountability requirements as applying to occupational programs providing labor market skills and, consequently, have not routinely collected information on the consequences of participating in C&HE programs. One result of this situation is that there is no way of contrasting the disparate view of C&HE programs and their worth with objective and nationally representative data about their content and effects. And the perceptions vary greatly. Some people believe that the programs consist of courses in which girls make brownies and aprons, but do not acquire the skills needed for fulfilling the dual role of homemaker and wage earner. Others believe that most programs being offered are commensurate with the expectations expressed in Federal legislation regarding the content and availability of consumer and homemaking education.

Considerable Federal support has gone into a delivery system for C&HE. Federal funds have been used to help develop college programs for training educators in home economics, human ecology, and family life. They have helped purchase facilities and equipment. Federal funds have supported curriculum development and the acquisition of technical competence in curriculum preparation. They have sustained supervisory and administrative C&HE organizations at the state level and, within some states, regional C&HE administrative and technical assistance systems. In some school districts, C&HE supervisors are supported through Federal funds and the costs of some classes are funded with Federal money. Federal funds have also been invested in exemplary and innovative programs intended to be at the leading edge in providing services essential for improving the quality of homemaking and consumer skills. Finding out how responsive this delivery system for consumer and homemaking education is, in fact, is the starting point for the "review and evaluation" of C&HE programs called for by the Congress.

The primary objectives of the studies proposed, therefore, are to find out about (1) system responsiveness in terms of who participates, what is being taught, and the innovativeness of programs; (2) the effects of participating in the programs measured by the acquisition of consumer and homemaking knowledge, skills, and abilities; and (3) the character of and needs for such knowledge, skills, and abilities in the future.

These objectives will be addressed through five projects: (1) an examination of the Federal-State management, review, and administration of C&HE programs, to be completed by December, 1980; (2) a study of who is being served with what kind of programs in a sample of local C&HE programs at the secondary, post-secondary, and adult levels, to be completed by June, 1981; (3) an evaluation of the short-term effects of participation in parenting education and consumer education programs for young adolescents, school-age parents, and adults living in economically depressed areas, due by June, 1981; (4) a study projecting what people from different groups will need to know in 1982 and beyond in order to be intelligent consumers and competent homemakers, to be completed by June, 1980; and (5) an investigation into how different groups of people currently acquire consumer and homemaking information, skills, and abilities from sources other than C&HE programs, to be completed by June, 1981.

This section is quoted from *A Plan for the Study of Vocational Education* which was transmitted to Con-

gress by the National Institute of Education on December 30, 1977.

The Position Papers

The five commissioned papers will be utilized by the researchers who are awarded the study contracts and have been helpful to NIE in designing the plan for the review and evaluation of Consumer and Homemaking Education. I have selected quotes from each of these papers to share in this presentation. Each author chose a topic from those suggested by NIE.

Legislation for Consumer and Homemaking Education: Social Implications was the topic chosen by Elizabeth J. Simpson. Excerpts have been selected from the summaries of the six parts.

"Social services for families should have closer ties with educational programs in consumer and homemaking education. Such linkages are encouraged by the Consumer and Homemaking Education section of the Education Amendments of 1976. In particular, outreach activities and programs should coordinate with and serve to complement the work of relevant social agencies. Educational programs in such areas as parenting and nutrition might reduce the work load of overburdened social agencies. For example, the 'school-age parent' programs run by home economics teachers in some cities might be expected to impact in this way and to gain effectiveness through linkages with the agencies."

"Home Economics is the major delivery system for education for home and family life. It is the only field of study that focuses on all aspects of family well-being.

"Its programs are not only in the schools but also in the outreach of the Home Economics Extension Service. A closer working relationship between school and extension people is desirable and, indeed, is being achieved.

"Many businesses employ home economics trained persons for their expertise in consumer education. Home economists also work in the communications media, in social service agencies, and in group care situations.

"Cooperation among the trained persons in all of these settings enhances opportunity for individuals to learn the knowledge, skills, and attitudes needed for family well-being."

"Education for home and family life, including consumer education, must be realistic in terms of the real needs of families. It should be based on carefully considered values which give direction and substance. It must be accommodative to new needs as they arise in response to changing social conditions.

"Education for home and family life is education for both sexes and for all stages of the family life cycle, each with its special problems and needs.

"For the sake of organized learning of reliable information and the opportunity to explore problems in appropriate depth (depending on the readiness of the learner), such educational programs belong in the school. Related programs and activities must extend into the community and into homes."

"There should be one Home Economics program in the schools and 'outreach.' It has several facets, the two major ones concerned with (1) education for individual development and home and family life, including homemaking and consumer education and (2) education for paid employment.

"Most knowledges and skills needed for homemaking are also needed in related employment areas. There is some research to back up this statement. These commonalities suggest curriculum and program direction for the early years of home economics which ought to be supported through legislation rather than blocked.

"All home economics programs should be permeated by concern for underlying values and goals. Problem-solving procedures should be emphasized.

"All home economics programs should reflect respect for individuals and families as a basic value. In employment-oriented programs, ethical values related to occupational choice and performance should be included as content."

The title of the paper written by Ruth P. Hughes was *Consumer and Homemaking Education Today—An Analysis*. Statements from the summaries of the four sections follow.

"The context in which consumer and homemaking education exists accounts for the major controversies which surround the program. The genesis of the controversies is the origin of vocational home economics: from the field of home economics, from its status as one of the vocational education areas, and from the issues and pressures which surround all of education today. For a variety of reasons, people in high positions do not understand the depth and breadth of home economics and as a consequence permit other subject areas to usurp its content and its students. The issues in consumer and homemaking education are complicated by the women's movement, by Title IX, and by mandates for reduction of sex stereotyping in education. There is no real inconsistency, and although in the long run consumer and homemaking programs should prosper, there are short run concerns.

"Enrollment in consumer and homemaking programs is at an acceptable level for females but includes far too few male students. Consumer and homemaking programs serve large numbers of disadvantaged and handicapped, and the limited enrollment data available suggest that this is appropriate and probably should be supported further."

"Education for parenthood will not wipe out teenage pregnancies, but it can be one effort in awareness. Certainly it can be a factor in reduction of

abuse and in improved cognitive, social, and physical development of the child.

"Preparation for managing the work of the home and outside employment can be addressed very specifically, from the decision to assume both roles, to techniques for combining successfully, to evaluation of consequences.

"Roles and responsibilities of consumers is a recurring area of concern. Included are not only the traditional aspects of resource allocation but an advocacy role as well.

"Impact on families of social welfare policies belongs in the curriculum as a coping skill, as an advocacy position, or both. Day care centers, welfare payments, health care delivery and school lunch programs are illustrative of policies for study and action.

"Nutrition education has components as diverse as determination of adequacy of diet and analysis of TV 'messages' on children's programs. Since evidence suggests that it may not be the nutrition facts as much as attitude that require attention of educators, experiential learning may be effective."

Assessment of Consumer and Homemaking Education was the title chosen by Aleene Cross. Selected statements from the three sections follow.

"Many of the socio-economic conditions that exist today did so in 1917. Certainly there were families with extremely low incomes as there were teenage parents, single parents, working mothers, the elderly, the handicapped homemaker, and institutional inmates. Perhaps society today is more aware of the needs of these persons as well as the large number who are in these categories. Certainly consumer and homemaking education can and should serve these various target groups through either secondary and post-secondary programs and/or special classes."

"If the major purpose of consumer and homemaking programs is preparation for the occupation of homemaker, then the competencies needed should be a basis for determining effectiveness. These competencies would apply to a more or lesser degree whether the clientele were teenagers or adults, men or women, and whether they were teenage parents, single parents, working mothers, young homemakers, aging persons, handicapped, or disadvantaged.

"Those competencies that seem most essential in terms of current socio-economic conditions are parenting, maintaining interpersonal relationships, developing coping skills, managing financial resources, and meeting nutritional needs of the family."

"An issue in vocational education since 1917 has been the inclusion of home economics (consumer and homemaking). The basic reason for not including has been that a paycheck is not attached. Another reason has been the exclusion of the occupation of homemaking from the Dictionary of Occupational Titles. Perhaps a reason that permeates legislative and the classification of occupations is the traditional concept of work done at home. Societal attitudes appear to be changing with increasing numbers of men assuming responsibility for household tasks as well as care of children. Furthermore, a majority of social and economic problems are home based and recognition is being made of the impact parents have on both the present and future lives of children. The phrase 'just a homemaker' is almost passé.

"A rationale has been built for the monetary worth of the services performed by homemakers. Now that husbands are assuming additional homemaking responsibilities, more services are being purchased from commercial agencies, insurance companies are paying for the value of services of a deceased wife and mother, and economists are expressing awareness that the GNP would profit by adding the dollar value of household work, homemaking may soon be declared an occupation. The monetary value of the household work done by a full-time homemaker with several children can exceed the take-home pay of her husband. The monetary value of a husband and wife who are both employed and share the work of the home may equal combined take-home pay of both.

"If national assessment of effectiveness includes as criteria the competencies needed by the homemaker, the results would point to homemaking as an occupation and could be so presented in the report to Congress and subsequently to the vocational education community. One decided advantage that could result from the national assessment of consumer and homemaking is that Congress would declare homemaking an occupation."

Future Homemakers of America was prepared by Diane Fassett. Excerpts from the paper are included in the following paragraphs.

"Future Homemakers of America methods of achieving its goals are based upon the integration of its programs and projects with home economics classroom experience and coverage; trust in the capacity of youth to provide effective, responsible leadership; faith in the ability of youth to set is own priorities and take action for goal achievement; and fidelity to the proven value of peer education."

"The family is the most important unit of society and a place where much training for life takes place —good or bad. With an increasingly complex society, education for family life is too important to be left to chance. Vocational Home Economics plays a vital role in educating young men and women to be productive members of their family and society."

"Future Homemakers of America is a strong link in tying vocational home economics education to the individual, the family, the school, the great variety of community organizations and the greater world society. It is a viable force, and legislation is the

vehicle that will provide the thrust necessary to expand this vital area of Vocational Education."

Interrelationships Among Selected Aspects of Home Economics and Vocational Education was developed by Gladys Vaughn, Rosetta Robinson, and Marsha Turner of the American Home Economics Association staff. The summary is included in this paper.

"The interrelationship of home economics and vocational education, begun in the early 1900's, is becoming more evident with each new passage of legislation. The 1976 Education Amendments provide even greater opportunities for consumer and homemaking education to address national concerns and encourage the participation of males and females in home economics classes.

"Congress recognized that home economics, with its interdisciplinary focus on families, was best equipped to respond to the social and economic changes facing families today, and hence, stipulated that funds authorized under subpart 2 were to be used for home economics programs.

"The consumer and homemaking education program is not only capable of preparing youths and adults for their joint responsibilities as wage earners and family members, but is also capable of providing service to the community. It is one of the more important vocational education programs, because it helps individuals develop successful personal relationships as well as successful job skills.

"Working women need home economics to learn how to manage their time more effectively, adolescents need home economics to learn about parenting, young mothers need home economics to learn about child development, men need home economics to learn about adult and family living, the semi-skilled and unemployed youth need home economics to help them upgrade their skills, and children need home economics to learn about good nutrition.

"Many of today's societal issues have implications for consumer and homemaking education: the image of the homemaker, paid vs. unpaid work, single parents, displaced homemakers, etc.

"In AHEA's view, the following reforms would enhance the consumer and homemaking education program:

(a) the inclusion of a definition of consumer and homemaking education in the vocational education legislation
(b) increased categorical funding of consumer and homemaking education ($40,994,000 is not enough)
(c) a recognition of the contribution of homemaking in the Gross National Product
(d) an elimination of sex stereotyping in all educational and occupational programs
(e) an inclusion of Future Homemakers of America in the language of consumer and homemaking education legislation as the major home economics youth program
(f) greater funding for training to update consumer and homemaking education teachers and supervisors
(g) integration of the sex equity education program into the state vocational education program."

The *summary* statements for these commissioned papers are the themes that seemed to run through the positions taken by the authors.

- Home Economics is unique because unlike other subject matter fields, it has as a focus the well being of the family and of individuals.
- Consumer and homemaking education is vocational in that the major purpose is to prepare both males and females for the occupation of homemakers.
- Consumer and homemaking education has throughout the year addressed current socio-economic concerns.
- The competencies needed by a homemaker should be the major basis for vocational consumer and homemaking curriculum.
- Future Homemakers of America is an integral part of the consumer and homemaking education curriculum and contributes to the goals of the total program.
- Alternate delivery programs for consumer and homemaking complement rather than compete with vocational programs.
- The school-based program of vocational consumer and homemaking is the only continuous and controlled delivery system available to most persons.

PROFESSIONAL ROOTS: FOUNDATIONS FOR THE FUTURE

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Introductory Statement and Basic Assumptions

This is a speech which I have meditated into existence rather than researched and written. Let me explain. I mean that I deliberately stayed out of books, journals, and magazines for the basic ideas that make up the framework of this address. I built the skeleton out of a lifetime of living, and of working in the field of home economics in our social system.

Once the matrix was finished, I then sought help from outside authoritative sources in putting what I consider to be the muscle on the bones I had fit together.

Ideas presented for your consideration have been gleaned from a number of different fields—especially social psychology, behavioral psychology, religion and philosophy. They will be mainly focused on the future of our profession.

In doing this, I am making some basic assumptions: My beliefs about home economics are well-defined. I know exactly how I feel about our profession. I believe we have great potential for always being a viable force in our world. In fact, I believe that if we were to be wiped out by some political stroke or other force, home economics subject matter would rise again in much the same form. It will always be needed; that is my belief.

I see clearly some ways we can both expand and improve our contributions. Like all of you, I have my favorite predilections which I both defend and want to propagate. These will become evident in my remarks today.

I am assuming that it will be difficult for me to both share my beliefs and to clearly develop my dreams for our future in just forty short minutes. There will be a chance for misunderstanding.

I also assume from the beginning that not all of you will agree with my ideas even if you understand them perfectly. In fact, there may be strong disagreement. That's good. Nonetheless, I feel completely free to expose myself on the deepest level and to be assertive in doing so.

I have great confidence in my ideas of how to strengthen ourselves as persons and, therefore, to strengthen our individual contributions to the profession we serve. I am excited about sharing them with you.

With this introduction, I am ready to develop the subject, "Professional Roots: Foundations for Building the Future."

Our Professional Roots

Professions have some characteristics that can be likened to trees. Parts of them are above the surface and visible for all to see. At the same time, part of them (actually the most important part) is below the surface—composed of a very complex and intricate root system. The quality and depth of the roots of any profession play a very important part in the vitality and longevity of the branches and leaves of the tree which appear above the ground and impact on people.

This analogy can be carried further. Every professional who graduates from a program in a given field, whether s/he has ever thought of it or not, is a "grafted-in" limb, leaf or twig to the root system that established that profession.

We home economists are grafted-in to the root system that was formally launched in 1909 at Lake Placid, New York. Our professional tree now visible to this generation is the result of individuals becoming partakers of the nutrients furnished us by the depth and breadth of the home economics root system.

You are aware of the fact that the main limbs and branches of the home economics tree, the part that is visible, come in many different sizes and shapes. We perform a number of very different functions. But everyone knows us by our fruits. This has been illustrated in the cleverly drawn figures done by my assistant for this semester, Dr. Coby Simerly, whose husband Bob (incidentally) is our Conference Director.

The professional tree we are building for you in the figure is not meant to be a finished and perfect product. Our home economics subject-matter areas are too numerous, diverse, and complex to make feasible the inclusion here of every facet of all of them. But you will see the point as we build our model.

In reviewing the *Proceedings of the Lake Placid Conferences on Home Economics*, 1-10, 1899-1909, I can say with assurance that our field of study was built on a wide range of well-established academic fields. Home economics has its roots in both the Arts and Sciences (Figure 1).

Among the first statements to identify one of our roots was that made by Melvil Dewey, author of the Dewey Decimal System for libraries. He spoke on Tuesday morning, July 3, 1900 at the Second Lake Placid Conference. He said, "This is a distinctly sociologic age and home economics is coming to the front as a part of sociology."[1]

Ellen H. Richards followed Mr. Dewey's statement with an application of it when she said, ". . . (Our) aim should be to develop in a child power to be used over his own environment, his food, clothing and shelter."[2]

One page later in the same *Proceedings*, Abby Marlatt told of the work she was doing in home economics on first aid. She said, "The natural correlation is with physiology and English." The next paragraph says, "In the second year (of our program), after 10 weeks in physics and 20 weeks in general chemistry, the pupil begins the work of science applied to cooking and cleaning. . . ." In the third year, "The science of nutrition . . . is studied and is correlated with organic chemistry, physiology, English, and physics."[3]

In the pages immediately following, we see that art, drawing, architecture, economics, biology, public health, psychology, botany and many other fields were named specifically as the basis for the development of courses, projects and programs in "domestic arts, domestic science and home economics."

It would be easy to spend the remainder of my forty assigned minutes developing this one idea—that of the professional roots from which we came. But I must hurry on.

I want to include here a few more quotes from the *Lake Placid Proceedings* just to show you how "on target" our founders were in dealing with problems of their society. I include these statements in my address because of my own prejudice that what they saw as being needed is what is still our greatest need in today's world—not only in America but around the globe.

Melvil Dewey said, "Those who can make the home all it should be will get nearer the foundations of life than even teachers, ministers and editors."[4] Do you think home economics educators and other home economists today feel that way? Do we think American homes are all they should be? If not, do we

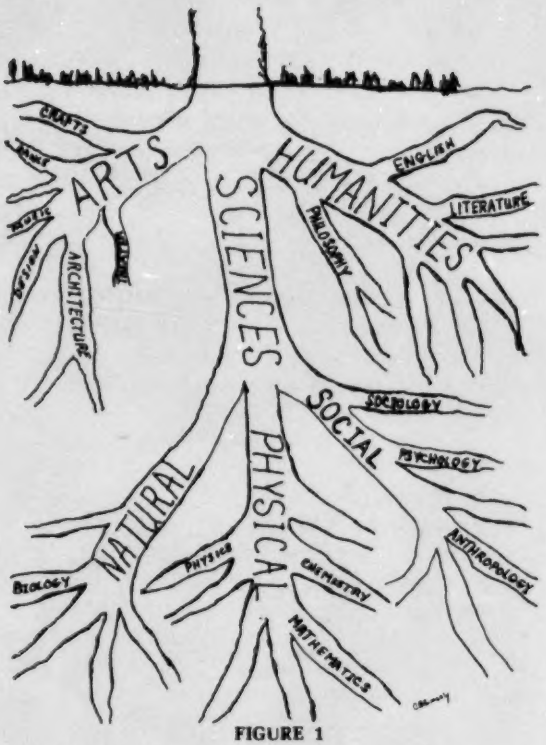

FIGURE 1

perceive ourselves as being able to make a significant contribution to the solving of the problems which seem to be chipping away at the roots of our families? Whatever your answer, I agree with Mr. Dewey's statement that those who work to strengthen family life are on the very threshold of the foundations of life and society itself.

Isabel Hyams of Boston said in 1900, "The family is the miniature world and its problems are the same that must be solved in the great world. If the children could form their ideals and standards of living in the early years under the right influence, one would need to have no fear for the future."[5] This is exactly what I believe and is why I have devoted my whole life to our profession.

Pioneers in home economics were unified in believing that the organic interdependence of all the work they were doing was the belief that the home is the basic unit of society and that to raise the standard of living and of life in the home is to elevate the whole social system. They saw the new study of home economics as an integral part of the general scheme of education and Henrietta Goodrich of Boston put it this way, ". . . (Home Economics) is not an excrescence, a something to be superimposed, but a subject to be given front rank in our school curriculum. . . . At any point in the school system, our problem is always this: how much of home economics can we give to this pupil, so relating it to his experience and limiting it to fit his development that it shall become an organic part of his equipment for life?"[6]

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[1]*Lake Placid Conference on Home Economics Proceedings*, Vols. 1-10,1889-1908 (Washington, D.C.: American Home Economics), p. 13.

[2]*Ibid.*

[3]*Ibid.*, p. 15.

[4]*Ibid.*, p. 4.

[5]*Ibid.*, p. 18.

[6]*Ibid.*, pp. 26 and 27.

Ladies and gentlemen, this is our heritage—in part. These are some of the noble ideas that became the professional roots on which the founders and future generations of home economists have built our field of study.

Our Professional Tree

What does our genealogical tree look like today? What kind of a living organism has grown from these professional roots? What factors have combined to shape it? A few major factors are listed on Figure 2.

FORCES THAT SHAPED US

1. OUR ROOT SYSTEM
2. INDIVIDUAL STUDY AND EXPERIENCE
3. OUR BELIEFS
4. OUR RESOURCES
5. EXTERNAL FORCES

FIGURE 2

This tree, which represents our profession today, is the outcome of our academic root system working in cooperation and conjunction with our predecessors—the people who founded it, nurtured it, developed it and built upon the foundations.

Our professional tree represents the sum total of what all of us have studied and experienced, combined with the sum total of our beliefs and our resources, plus the influences and effects of external forces at work in our society. Figure 3 visually represents our tree.

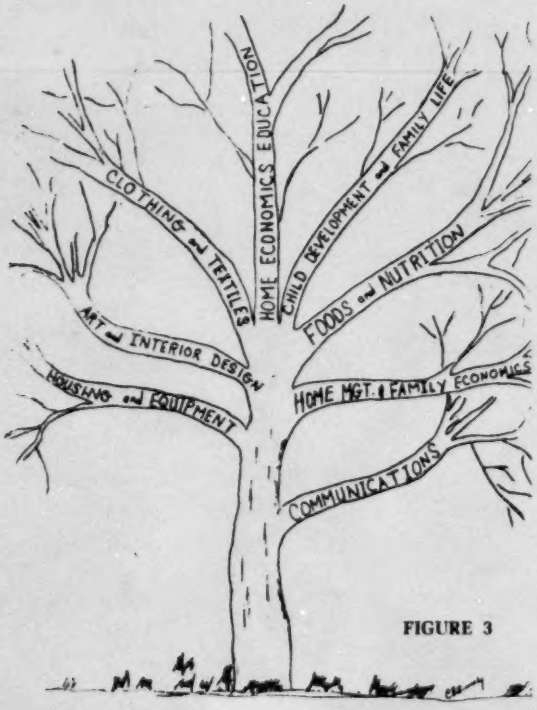

FIGURE 3

The primary branches, according to the number of graduates in the major are: (1) home economics education, (2) child development and family life, (3) clothing and textiles, and (4) foods and nutrition. Secondary branches, again based on graduates, are: (1) home management and family economics, (2) housing and equipment, (3) art and design, (4) journalism and communications, etc. Figure 4 is our fun project. We want to show that while the various branches bear different kinds of fruit they are unified with the "blush of pink" which represents the unifying factor—our focus on the family.

FIGURE 4

The Future of Our Profession

Now, what about the future? What can we say with certainty? Is our world winding down as some suggest? What forces will be operating to shape our destiny? What things in the future might be different? What might remain the same? How can we, as home economists, positively influence future conditions and adjust to circumstances so as to make a positive contribution to our future world—regardless of what it becomes?

You know very well that I cannot answer these questions. Neither can you. Neither can the corporate body in this room nor in any other room or combination of rooms. In my estimation, we live a very precarious life. We live in the most exciting yet awesome time in the history of mankind. We probably face the greatest challenges of any single generation of people.

Our own Dr. Kinsey Green in the February 1978 *AHEA Action* listed twenty-two future societal prob-

lems that she feels will affect families. She quoted the October 1977 issue of *The Futurist* in which there was a list of 41 long-term societal problems—"problems that could become major societal crises in the coming decades. . . ."[7] While I cannot enumerate fully my ideas of what future problems we may face, I do want to make a partial list.

An Old Testament prophet told us hundreds of years ago exactly what Toffler wrote in 1970 in his *Future Shock*—namely:

1. *We can expect change to double in half-time.* What kind of changes might double in half-time? The explosion of knowledge. The population explosion. An increase in crime and violence around the world. The breakdown of the traditional family. I do not have time to comment on these but all of you are already aware of their serious implications for home economists.

2. *Problems will multiply, intensify and will appear to defy solution.* My list of examples under this category would include: chronic unemployment, underemployment, and labor union problems with the likelihood of long strikes to paralyze business, industry, government and other major institutions.

New environmental and ecological controls with more strictures imposed on everyone. Continued outbreaks of unprecedented violence and terrorism along with youth alcoholism and drug addiction accompanied by a new hate for parents and all authority figures. Problems requiring alternatives to public school education. These are all problems which I believe we will deal with in our generation.

Since I do not want to do a job of "overkill," I will end my list here.

3. *More problems will be world-wide in scope and effect.* According to the climatological experts, earthquakes, droughts and floods will intensify in all parts of the earth. Do some reading, if you haven't already, on what scientists are calling, "the Jupiter effect" if you want a better understanding of this problem. These changes in weather patterns are expected to induce even greater starvation problems.

Effects of pollution will intensify. World-wide economic confusion and recession will probably result in the establishment of an international currency. This will have great negative effects on the individual psyche, especially that of Americans. I foresee a growing trend toward central control as opposed to individual freedom. Again, I have time to mention but a few problems in this category and will not take time for elucidation.

Needless to say, of course, these problems will require an all-out effort on a long-range basis for solution. "Instant everything" will no longer be the norm for USA citizens. This will cause great anxiety and stress on millions of us. It will be very important that we find ways to help each other deal with this.

4. *The church as an institution in both this country and around the world will become more and more political.* There will be a real struggle between the liberal and conservative branches within the church for the minds and morals of men. I mention this because it will have great impact on families. It has already begun. The intensity of the impact, in my estimation, will be something never before experienced to the degree that lies ahead of us—not since the founding of our country.

The profession of home economics will be right in the middle of this struggle. I foresee that some day our AHEA House of Delegates will support or reject resolutions that for some will be morally wrong and for others will be morally right. While this conflict has always been present, the future holds a greater likelihood of conflict on moral issues. The adoption of children by homosexual individuals might be one example of such an issue.

5. *The government will be making more and more decisions for us.* We will need to develop political expertise in working closely with our legislators. We definitely must become more assertive in helping lawmakers understand the needs of our families and the implications of the laws they are voting into our statutes which affect the quality of individual and family life.

From what I have just said, I feel sure you know that I believe the roots of many of the problems we face today at the local level, at the national level, and in the world—in both our personal and professional lives—are moral and spiritual in nature.

Dr. Karl Menninger, a well-respected psychiatrist from Topeka, Kansas, said it so well: "The world-wide threat to the survival of human life springing from uncontrolled technology, unregulated industry, unlimited population growth, and ruthless wastage and pollution, is a moral problem. It goes back to our basic beliefs regarding the world and ourselves."[8]

Henry David Thoreau gave us a clue for the solution of our problems when he said, "For every thousand hacking at the leaves of evil, there is one striking at the root. The leaves at which thousands of us are hacking are social, economic, and political but the roots that provide the inspiration and nourishment necessary for their solution are moral and spiritual."[9] This is the premise on which the remainder of my remarks are based.

I believe that spiritual maturity is a universal competency that will be needed by individuals, families and nations to cope with the problems we now

[7]Kinsey Green, *AHEA Action* (Washington, D.C.: American Home Economics Association, February 1978), p. 5.

[8]Karl Menninger, *Whatever Became of Sin?* (New York: Hawthorne Books, Inc., 1973), p. 118.

[9]Henry David Thoreau, "Economy," *Walden*, Vol. 2: *Writings of Henry David Thoreau* (New York: Houghton Mifflin & Co., 1906), p. 84.

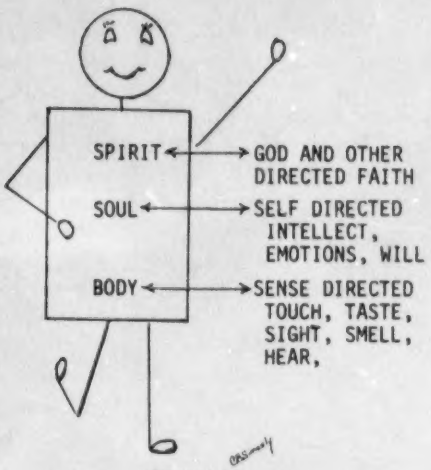

FIGURE 5

face and will face in the future. This idea is the most important single contribution my address will make to this conference. I want to repeat the statement: I believe that spiritual maturity is the top-priority competency that will be needed by home economists of the future. **No less will we need academic competence** than we do now but the need for a strong "professional spirit" will be unprecedented.

What do I mean by professional spirit? Let me explain.

Both St. Paul and Plato figured this out before I did; but I understand now that man, used in the generic sense, is body, soul and spirit. Figure 5 will illustrate.

The body is sense-directed and responds to touch, taste, smell, sight and hearing. The soul is self-directed and is controlled by our intellect, emotions, and will. The spirit is God-and-others-directed and is controlled by our faith.

It is my belief that individuals who spend time and energy on developing their faith—faith in themselves, in others and in a higher power—develop different qualities of personality and character than those who do not. They have more spirit, more enthusiasm, more vitality, and more concern for others. This is the kind of energizing force, the kind of professional spirit we need applied to home economics now and even more, perhaps, in the future.

Once more I ask: How does all of this relate to building a strong future for home economics? In my opinion, there is a direct correlation. I believe that much of our poor public image is related to the fact that we do not think as highly of ourselves as we ought.

You see, one of my criticisms of us as professionals is that too often we are not good salespersons for home economics. We do not show respect for one another in our relationships. We criticize and downgrade each other much more often than we praise and support one another.

Have you ever noticed how many of us bemoan our employment situation? We believe, according to our own words, that we lack sufficient power to gain the respect and support of our superior—our administration, our governing boards, and our politicians.

This indictment is authenticated by the following quote by Dr. Earl McGrath.

> Let me begin with a confession. When the representatives of the profession of Home Economics . . . asked the Institute of Higher Education to undertake a study of Home Economics . . . I had some hesitation about undertaking such a project. My reluctance stems from the specific nature of the mission, which was to make a study aimed primarily at defining the future role and scope of home economics. . . . This was not an unusual request. The Institute had made comparable investigations of a dozen or more other professional schools, such as engineering, business administration, and nursing.
>
> In none of these, however, was there any question about the continuing existence of a particular type of professional educational unit. . . . No matter how radically some may have felt that a given kind of professional education ought to be re-shaped, there was no suggestion that it ought to be abandoned or scattered among other educational units. With home economics, it was different.
>
> There were discouraging statements by some who, even though they were not as well informed as one could wish, nevertheless were responsible persons. A few felt that although the home economics units in our colleges and universities have performed service of unquestionable value in the past, their principal goals had been reached. The very reason for the continued existence of home economics units was, therefore, called into question. Some members of the profession themselves, doubtless unwittingly, gave support to this view by questioning whether home economists had exerted the leadership necessary to keep the profession abreast of the emerging needs of society.[10]

While McGrath's statement is only one printed source to verify that we ourselves have an image problem, I believe that you probably feel as I do—Pogo was right when he said, "We have found the enemy and it is us."

Acknowledging this weakness in ourselves is not defeating to me. I see the exact same thing at work in the lives of professionals and other workers who are not home economists.

One illustration comes from Mr. Alfred Morrow, an industrial psychologist. He was asked this question in a recent interview:

> Auto makers have been calling back new cars because of defects; people complain that their new household appliances are often unreliable; new TV sets go on the blink so easily. Is there something wrong with industry's technology?

Mr. Morrow answered:

> No, most of the problems aren't technological at all. They center on people. The vast majority of workers these days are demoralized. They aren't producing at their potential. The result is high labor turnover, low productivity, frequent absenteeism, wildcat strikes, and lowered product quality.[11]

[10]Earl McGrath, "The Imperative of Change for Home Economics," *Journal of Home Economics*, 60(7) (September 1968), 505.

[11]"When the Boss Isn't Doing His Job," *U.S. News & World Report*, February 13, 1978, pp. 75-76.

From this it seems obvious, they have a "people problem" totally unrelated to the vocational or academic preparation of the worker—and so do we.

Assuming that this is true, what can I do now and what can I help others do to become the kind of professional who will have a well-developed, strong and courageous professional spirit—one who has extraordinary ideas, high ideals, beliefs that will stand the test of time, vitality and endurance in sufficient measure to function effectively, and goals that will be satisfying to both the professional and the profession?

Again, I have asked questions that I cannot easily answer, even for myself. I do believe, however, that Dr. Menninger was right when he named a list of things that would *not* be enough. His list includes psychoanalysis, diets, plastic surgery, Zen and Yoga, sensitivity groups, encounter groups[12] (and I will add assertiveness training). These will not be enough. These things develop roots too near the surface, in my estimation. They help in a small way but do not deepen the taproot. Figure 6 visually shows what happens, in my estimation, when the storm comes!

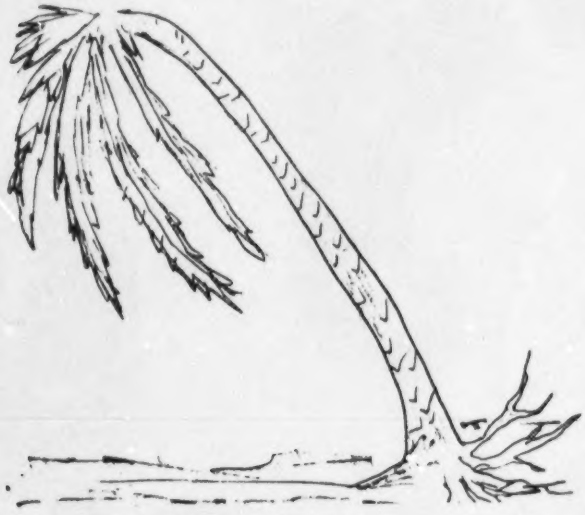

FIGURE 6

The problem we face now and will probably face with greater intensity and complexity in the future are too bewildering and too depressing to our spirits —even to the strongest of us—for ordinary modes to be successful. It will take the super-ordinary; yes, even the supernatural.

For me, this is not asking too much of life. I believe that the resources we need to prevent a sickness of the spirit are available. For me, it is still true that every one who seeks with his whole heart shall find. Strong spirits can prevail in all situations and under all circumstances. Our libraries are filled with testimonies that defy a contradiction of this concept. In

[12]Menninger, *op. cit.*, p. 224.

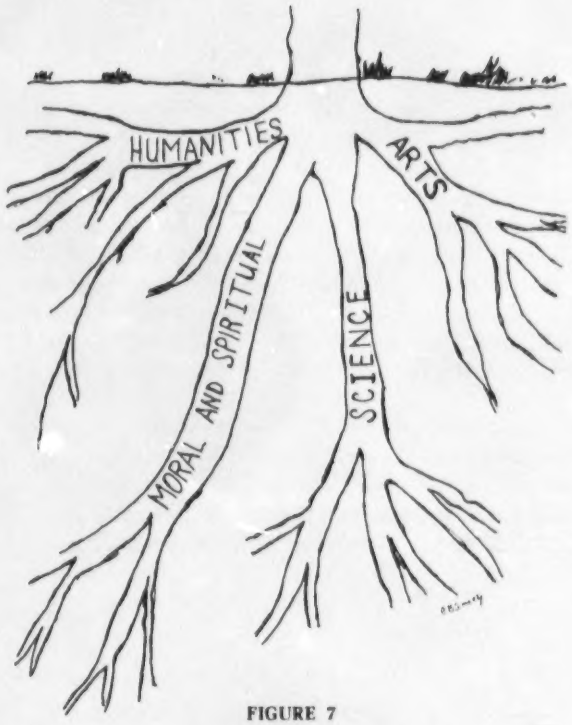

FIGURE 7

fact, my own life story is a witness to the fact that individuals with faith in a force greater than themselves can endure and even triumph over almost "impossible" situations. Surely many of you understand what I mean by this.

What, then, can we do? We can work to expand our roots in the area of moral and spiritual development. We can even choose to make that our tap-root (Figure 7). From this tap-root we can develop competency in focusing more and more of our thoughts, our emotions, our wills, and our words on the positive aspects of our personal and corporate situation.

Regardless of what problems come to our society in the future, let us begin to put more faith in our words. More faith into our goals. More faith into our actions. We get "hung by the tongue" far too often; we speak words of doubt and unbelief, frustration and nervous exhaustion, sickness and weakness, of lack and need, of fear and inferiority complex until our relationships and our work reflects the consequences.

You see, words are like seeds we plant. They multiply and return to us at harvest time. We absolutely cannot stop this sowing and reaping principle. We do reap what we sow. Therefore, we must become more careful about what seeds we plant regarding home economics and home economists. We must both see ourselves and talk about ourselves in more positive ways.

There is, thank God, an alternative to defeat and discouragement. We *do* have a choice. We CAN change our minds (St. Paul called this the renewing of our minds). We can stop bad-mouthing persons, places and things. It is hard but we can! And when

we do, we experience conversion—there is a real turn-around in our attitudes and behaviors.

Ladies and gentlemen, I urge you to take me seriously. What home economics needs now is home economists who are happier, more out-going, more others-oriented, prouder of their profession, happier with their present position, more certain of their mission and goals, MORE SPIRITUALLY MATURE.

Regardless of where each of us is in our spiritual growth, we can choose to send our tap-root deeper. We can choose to grow in our professional spirit. When we do, we can observe what will happen; we will get results that are in line with principle. Maslow, Jung, Combs, Gardner and Jesus all understood in detail about this self-fulfilling prophecy idea.

This brings me to the finish. We have had a wonderful professional heritage; both our academic and moral root system was well conceived and nobly executed. We have had our share of "great professionals" to carry us through hard times of all sorts in the intervening years. Today I believe with my head and have put the belief in my heart and now declare to you with my mouth: "The profession of home economics shall be stronger and play a more significant role in our society in the future than it has in the past. Negative forces, like fear, hate and inferiority complex, always have voted against us and always will. Positive forces, like patience, kindness and self-control, have always voted for us and always will. The important thing to remember is this: Your decision about how to vote decides the election. What happens to home economics today, tomorrow and in the distant future depends, to a very large extent, on the spiritual maturity of all of us as home economists."

SOCIETAL CONCERNS AND SECONDARY HOME ECONOMICS PROGRAMS

Betty Stephenson
Consumer and Homemaking Teacher
Brighton, Colorado, High School

"Stop the World I Want to Get Off." Let's stop the world for a moment and reflect on TODAY. What is happening today? What is happening might well be the best guide in considering the societal concerns we face in the 1980's in our secondary Home Economics programs. I have taken a rundown of weekly T.V. shows as a kickoff point. The list goes like this: *Happy Days, Good Times, Baby, I'm Back, All in the Family, Alice, Maude, On Our Own, We Have Each Other, One Day at a Time, Forever Fernwood* and a new one premiering called *Another Day*. Have you seen these programs? Reflect for a moment on all or any one of them. What is being said here? I see a reflection of the lifestyles, family situations, career stresses and confusions of our present day society. Like it or not, accept it or not, each show is saying something to us if we are willing to open our minds to "what it's all about."

Or if you prefer another avenue of communication, how about the newspaper? Headlines glare at us about child abuse, alcoholism, suicides, child prisoners, nursing homes unfit for the elderly, embezzlement by a prominent active, church going father, and on and on and on. What is this telling us about societal concerns?

Or the rock radio station that 24 hours a day blares out to the young, disturbed, depressed or lonely, music that covers everything one can imagine, from love to hate, ecology, death, fun, work, play. These songs may not say much to us, but they have a message to their many listeners and a message to us about the society our students see and feel.

A look at magazines next and they are carrying a message, too. Almost every month some magazine carries a "quick" reducing diet, backed with a page of 20 pictures of calorie-rich dessert recipes. Or on the next page an article on how to stay healthy, a special feature on raising children, something about one's sex life, or how to understand and get along with yourself or get along with the boss, etc.

If none of these media messages is saying anything to you about societal concerns, then don't forget you can't escape advertising. T.V. and radio commercials, billboards, magazine and newspaper ads exploit every age group of our society. The tactics incorporated by companies to advertise their product use every means possible and sometimes seemingly impossible to convince you of what YOU NEED to be. What do you need to be?????????? Alive, human, lovable, lovely, sexy, successful, young, slim, a man, a woman, darling, caring or happy.

I think we can look at any one of these areas and see a reflection in some manner of the societal concerns of today. Are we open to such a thought? Are we willing to accept these as societal concerns? Granted we may not want to accept them, but our unacceptance doesn't mean that they don't exist or that they'll just go away, or that they might not exist in the future.

Before you think I've gone bananas, loco or on a high as my students might say, I'll now reflect on topic areas more recently and commonly found in meetings, workshops, speeches, seminars and T.V. program specials. The list might look like this:

sex role stereotyping, myths about the family, teen pregnancies, equal rights, minorities, ecology, energy, apathy, absenteeism, unemployment, malnutrition, changing role of women, pollution, teenage alcoholism, redefining legal liability, lack of functional life skills in adults, effects of stress on individuals, the family and society

There are others but these seem to be the ones expressed the most, through the media both statewide and nationally.

How much different is the list in the second group from my "wild" list in T.V. programs, radio or magazines? Yes, we need to be concerned about the broad spectrum of societal concerns, but we also need to be equally concerned about who we are, what we do, and what we represent. We have to be humanistic and realistic if we expect to have any impact on the societal changes of our society through our secondary Home Economics programs.

Taking into account the implications one can derive from the titles of the T.V. shows, the newspaper headlines, song titles or advertisement messages, we are reminded that the problems and concerns of the 70's and even of the 60's are still not under control.

We will continue to experience and witness some of these concerns in the last years of the 70's and into the 80's. These concerns may not be as great as over the past several years, but there are others surfacing and taking their places possibly with a different segment of our society. We see more truancy in our schools, pregnancy among the early teenage girls, societal pressures of unemployment, dwindling natural resources and an increase of crime, to mention a few.

There are a couple of immediate things I see we must direct our efforts toward as secondary teachers:

1. Pressure. Pressure from other educational disciplines vying for our position in the curriculum, course offerings already taking over areas we consider to be Home Economics. Back to the basics, but what is basic? Are we up to the pressures? Is this a societal concern of ours?

2. Apathy. A characteristic we are seeing in increasing numbers and at an earlier age among our youth, more pronounced among the young adults and middle age segments of our society and a frustration level pressure for the elderly. And of maybe even greater significance about apathy is the contagious effect it has in spreading from one segment of our people to another and I include from student to teacher. It seems that as teachers are in contact with increased numbers and for long periods of time students who are apathetic they too are becoming apathetic, even in Home Economics. This factor should not be overlooked by our college educators as they work with future teachers in preparing them to cope with the real classroom atmosphere of today's public schools.

The societal concerns are telling those of us in the secondary classroom that we must do the following:

We need to develop those things we are just now getting into in our curriculum course offerings. We will need to make an extra effort to innovate and implement these things into our present programs. Tightened budgets will demand that we become better managers of the resources we have in the operation of the department. And I see in the crystal ball secondary teachers who are not afraid to cast aside some of their old ways, old concepts and old knowledge. Teachers will have to sort out those things relevant to the societal conditions of the 1980's and tie the new methods, concepts and knowledge into curriculum course offerings for different age groups in education. There will be a greater need for that secondary teacher to practice and live the beliefs about the Home Economics they teach in the classroom—nutrition, dress, management of time and resources and fairness in dealing with people. They may even find that their lives and the secondary programs will take on a new look and greater significance when they participate in community activities and school activities, have citizenship involvement. The courses we teach in the 1980's relevant to societal concerns will only be as effective as the teacher who is teaching them. We need to have persons committed to all segments of our society, to the total concept of Home Economics and to professional involvement.

Yes, we need to be concerned about the broad spectrum of societal concerns and of how we meet the challenge of doing something about them in our secondary school programs in Home Economics. But we also need to be equally concerned about who we are, what we do and what we represent. We have to let others know we are up to the challenge, that we know who we are, what we represent and that we can have an impact on the concerns of the society of the 1980's.

NEEDS IN THE SECONDARY HOME ECONOMICS EDUCATION PROGRAMS IN THE 1980's

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Sunday evening Dr. Marjorie East said that we in home economics education are crucially important for we know how to examine a discipline. She said we have some understanding of each of the subject specialities in home economics. Further, she charged us to agree on and implement an operating definition of home economics. We face a similar challenge relative to secondary home economics programs. What is their purpose? Why do we have home economics programs in secondary schools? Your response to these questions determines what you perceive as curriculum needs for the 1980's. Which model of home economics are we going to espouse and promote?

We also need to consider the many outside forces that help shape the curriculum of the schools. For example, Patricia Graham, Director of the National Institute of Education said recently that the top priority for the federal education dollar is literacy. She stated that the function of education is *not* to solve social problems but to educate for literacy (Graham, 1978).

According to one source, 29 states have or are considering minimal competencies for high school graduation. Competency tests are being developed for certain prescribed areas (Hall & Brinson, 1978). These begin to dictate curriculum—at the state and local level.

Declining school enrollments and the back to basics movement are other factors affecting schools. You completed a blue form on Sunday evening ranking your concerns. Did your ranking reflect the needs you perceive for secondary programs in the 1980's?

Is this all nonsense? Are these unrelated? Or do you see them impacting on needs in secondary programs?

Federal legislation is one of the strongest determiners of curriculum. We may not agree that legislation should determine programs, but it does. We may not agree among ourselves as to whether we should accept the program restrictions or the money but we do.

The Education Amendments of 1976 will support vocational education in secondary schools into the 1980's. Evidence is accumulating that what we do under the provisions of P.L. 94-482 will determine whether federal vocational education dollars continue to be available to home economics.

Programs in occupational home economics must continue to be based on labor market needs and student interests. We need to zero in on the focus for secondary level occupational programs.

The program objectives are crucial. If the *primary* purpose is to prepare entry level workers for food service and child care jobs, for example, we must be certain there actually are jobs available. Training programs must be based on employment needs. We also have an ethical consideration in training young people for jobs paying a subsistence wage. Research evidence does not support the cost-benefit analysis for these programs if the emphasis is on specific entry level job training.

If, however, the emphasis of the occupational home economics program at the secondary level is on employability skills, job attitudes, and securing and keeping a job, we can help meet the needs of students into the 1980's.

If you accept the labor market projections for the future which state that the greatest increases will be in service occupations, then preparation in work attitudes is important. Also, the research evidence indicates that most workers lose their jobs over attitudes and interpersonal problems rather than lack of job skills.

P.L. 94-482 stipulates that sex stereotyping be eliminated from vocational education programs. References to sex bias, discrimination, and stereotyping permeate the law. Home economics educators need to take the lead in eliminating the subtle as well as the blatant stereotyping from the programs, the curriculum, and the teaching. Awareness of blatant stereotyping is increasing. However, we must be viligant when it comes to subtle stereotyping.

With reference to consumer and homemaking programs, the law mandates that secondary programs encourage preparation of both males and females for the combined roles of homemakers and wage earners. What changes have you made in your curriculum to assist males in assuming homemaker

roles? To prepare females for wage earning roles? To dovetail wage earning and homemaking roles?

The law further prescribes that programs deal with the changing career patterns of both men and women, increased number of women working outside the home, and more men assuming homemaking responsibilities. Are the programs relevant to the economic, social, and cultural conditions which prevail today and are likely in the near future?

The law clearly states that our educational programs are to prepare persons for the "occupation of homemaking." Persons involved in influencing federal legislation have tried for years to get homemaking defined as an occupation. Now it is. What change has this made in your program? What curriculum development efforts are going on in your state? Are your state's curriculum dollars being spent on this top priority item? Should a curriculum guide for the occupation of homemaking look different from a guide for the former consumer homemaking program? I believe it should.

What does homemaking as an occupation mean? What do homemakers do? Who are the homemakers? In my family there are presently four: myself, my husband, and two boys, ages 14 and 16. All of these persons carry out homemaking tasks. Who are the homemakers in your family?

We do not have a great deal of research evidence about homemaking as an occupation. The task analysis approach has, in general, served vocational education well. It can also be used to analyze the occupation of homemaking. From Kathryn Walker's work (1975) at Cornell University, the time spent on household tasks was primarily dependent upon the number of children, whether the wife/mother was employed, and the age of the youngest child. Based on Walker's data collected in 1967-68 from 1400 husband-wife families, the most time was spent on food-related activities, followed by house care, care of clothing, family care, with the least amount of time spent on marketing and management. These data are ten years old. Perhaps they no longer accurately reflect the time devoted to homemaking tasks.

In the last ten years, many changes have taken place in the society and in the structure of families. From the latest data available (Sawhill, 1977), 12% (7.2 million) of all families are headed by a single female parent. One of every seven children lives here. Over 50% of women aged 25-54 are employed outside the home. In general these female-headed families are poor, are in the labor force, and have young children. What is the meaning of the occupation of homemaking for these families?

Research to date indicates that single-female-parent families need help. They need managerial skills, decision-making skills, information on financial management and personal development, child care services, and support networks. Nontraditional educational programs are required to meet these needs.

We need current data on homemaking tasks. We need curriculum developed for the occupation of homemaking. We need to make our needs known at the state and federal level. Also we need to help ourselves. Could you collect data on the composition of families in your area, who carries out the homemaking tasks, and how much time is spent on the various tasks?

These data could provide a basis for curriculum development for the occupation of homemaking and for secondary programs. Units of study need to be developed to prepare persons for the tasks of the homemaker. Programs need to reflect these tasks. We will have a difficult time defending the practice of spending many weeks preparing students to do things that homemakers do rarely or never.

Secondary programs also need to reflect the current conditions of families in the society. Our family living courses can no longer assume that everyone will get married or that the majority of families consist of husband, wife, and children. Management and consumer education must take on increased emphasis.

If vocational home economics is to survive, secondary programs in the 1980's must meet the needs of males and females preparing to be homemakers, given the social, economic, and cultural conditions of the time. We need curriculum and programs for tomorrow, not for yesterday.

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NEEDS IN SECONDARY HOME ECONOMICS PROGRAMS IN THE 80's

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What are the needs of secondary Home Economics programs in the 80's? In order to answer this question I felt that I needed to walk among the students, the teen-agers of Elmhurst, Illinois, April 1978, York High School, with an enrollment of three thousand four hundred and fifty, with a Home Economics enrollment of over 1,600. This isn't 1,600 individuals because some students take more than one home economics course at a time. I loitered with them in the student cafeteria, in the smoking area, and in the main hallway under the clock. I listened as I walked the extremely crowded halls.

Carl Sandburg did much of his writing in Elmhurst, Illinois. As I walked among the students I was reminded of his *Always The Young Strangers*. Sandburg wrote:

> One thing I know deep out of my time: Youth when lighted and alive and given a sporting change is strong for struggle and not afraid of any toils or punishments, or dangers or deaths.
>
> What shall be the course of society and civilization across the next hundred years?
>
> For the answers, read if you can, the strange and baffling eyes of youth.[1]

Yes, for the answers, read if you can, the strange and baffling eyes of youth. I have and am privileged to work with a staff that is an anomaly to Dr. East's research. A staff of ten home economics teachers who are the leaders in the York High staff of 208. When our principal, Dr. Nelson, wants a PomPom sponsor, he comes to Home Economics. When he wants a Cheer Leader's sponsor, he comes to Home Economics; an assistant Swim Coach, he comes to Home Economics; a Student Council Sponsor, he asks those in Home Economics. He comes to Home Economics because the teachers are ambitious, willing to enable students to excel, willing to help young people grow. The students come to Home Economics because this is where they feel a sense of family, a sense of warmth and encouragement, encouragement to become their own best selves. I have been flattered by the positive reports that the Home Economics department received from the North Central Evaluation team in 1977 and from the recent Voc-Tech evaluation of last month. A high school department is only as strong as its weakest link. Thus, I encourage the staff to be supportive of each other, to recognize their individual strengths so as to contribute positively to our collective strength.

Teenagers of April 1978 . . . alienated, the scapegoats of our super industrial complex. We don't need them. And they are out there desperately needing to be needed. The loneliness and alienation of this age group is heart breaking. We have programs to do to them, aimed at them, but not with them. Our current trend is to malign them with the fact that they are all pregnant. Statistics misinterpreted can lie. They are as naive as many of us were. They are as virgin and non-virgin as many of us were. They have had as many experiences as many of us. Their numbers are larger than the numbers of teen-agers of the past, but this doesn't make them any less moral. They are youngsters whose parents are urging them to affiliate with institutions. They are an economic threat, a job threat and we have given them choices, multiple, multiple choices. Many of the choices have had hidden meanings because we have made our adolescents our scapegoats. We, the adult leaders, wink at drugs, we wink at alcoholism. We wink at marijuana. We wink at moral codes. We change our minds about the age for this and the age for that. We say that to educate is to change behavior. We ask adolescents to change behavior. But the behavior changes that we are asking for are those that they don't buy. Thus, we have created an adolescent society that doesn't buy from the adult society. They don't buy the idea of respect for respect's sake. They say I'll respect you when you prove that you are respectable. They don't buy nutrition from an overweight teacher. They don't buy athletic winning at any price, particularly if the price is to their physical detriment but to the glory of the coach, for his pride and a high salary. They don't buy pep rallies. They don't buy the quick answer. They don't buy upward mobility.

As I have talked with them, the song that came to my mind was: "The Age of Aquarius." They are people oriented. They care about each other and

[1]Carl Sandburg, *Always the Young Strangers* (New York: Harcourt, Brace and World, 1953.

they don't care if you are an "A" student or an "F" student. Whether you are disadvantaged, disabled and simple, or whether you are a merit scholar. They don't care about the idea of the honor roll. What Did Ya Get? is not of importance to them. But what are you? Who are you? They want to have a self- identified work and they don't identify with the adult definition of work. They also identify with leisure and that leisure is getting in touch with yourself. They want to *do*. They want to be involved. They want hands-on experience. They want to change this society. And I have GREAT HOPE that if we will just help them, that GREAT things can occur.

In our society, of course, there is no need to become an adult. One may remain—one is exhorted daily to remain—a child forever. It is difficult to have acquired a good education, a professional job, and a good salary, without meeting within one's circle of associates not a few adult children. In medieval paintings children look like miniature adults. In tableaux from life today, adults appear as wrinkled adolescents.

Children are *not* a welcome responsibility for to have children is, plainly, to cease being a child oneself.

The education media help children to become sophisticated about everything but the essentials: love, fidelity, child rearing, mutual help, care for others—whether they be young or old, rich or poor, with status or with no status.

So here I stand before you, with the question of what will be the course of Home Economics in the 80's. Some of you will remember that I stood before you once before. In May 1965, at the National Conference on Contemporary Issues in Home Economics Education, I stood before you and said that what was needed in the secondary schools in Home Economics was "Teachers: Who Love, Who Think, Who Feel." I feel that the qualities described then are still very appropriate now.

What kind of teachers are needed?

1. Teachers who are conscious of the need for retraining.
2. Teachers who appreciate, understand, and are willing to constantly study and restudy the age group that they teach.
3. Teachers who are committed to the worth of the individual—every individual.
4. Teachers who are willing to experiment and to accept the challenge of new classes and new programs.
5. Teachers who know and can implement learning theory in home economics in the city high school with its grouping, crowded course offerings, and tight scheduling.
6. We particularly need teachers who can contribute to the student's ability to interpret the problems of family life. Thus we need teachers who can teach general home economics as well as home economists who teach special areas.
7. Teachers who can explain the difference between general and special home economics to other school personnel.
8. Teachers who can work with their peers.
9. Teachers who look at the eyes of the youth.

You may say, Westlake, you haven't grown. But I still think that what is needed in our schools in the 80's is answered by this brief want ad: Needed: Teachers, Who Think; Who Feel; Who Love.

We lack the courage nowadays to live by creeds, or to state our doctrines clearly (even to ourselves). Our highest moral principle is flexibility. Guided by sentiments we are embarrassed to put into words, we support them not by argument but by their trendiness.

The central idea of our foggy way of life is that life is solitary and brief, and that its aim is self-fulfillment.

We have so many people who are trying to be happy. Self-fulfillment comes by fulfilling the lives of those around you. By doing that, you don't need to worry about your job, your definition. You just need to be.

BUILDING OUR PROFESSION

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The broad, and possibly vague, title of this presentation demands either a more precise title or some explanation of the title as given. Perhaps the following definitions will help:

- "Building" is assumed to be both quantitative growth and improvement in quality and includes some remodeling.
- "Our profession" is perceived to be home economics *education*. Home economics educators are those engaged in educational programs in social and welfare agencies, businesses, cooperative extension and schools; home economics educators include those who prepare teachers, develop curriculum and curriculum materials, and those who serve as consultants and supervisors in educational programs.

This is the second day of a very important conference. We have examined home economics as a profession (or *is* it a discipline?), the future of education, the needs of the learner, current evaluation of programs, needs of secondary home economics education in the 1980's and our professional roots. The participants have utilized new facts and provocative ideas to explore, in-depth, the implications for their own situations. During this time the scope and content of home economics education has been reviewed—and challenged. Our knowledge of the individuality of mental processes indicates, however, that each of us may have a somewhat unique way of structuring the content and stating the goals. To provide a common base for our discussion of "Building Our Profession," *one way* of looking at the scope and objectives of home economics education is presented here.

The responsibility of the profession is to help all people develop the ability to:

1. Guide and nurture the young.
2. Teach children, handicapped, disabled and elderly the abilities needed for independent living.
3. Cope with the technology of the home.
4. Make consumer decisions based on knowledge of the world's resources and knowledge of the effect of consumer decisions upon others.
5. Maintain "kinships" in new family forms; maintain stability and continuity in the lives of all individuals.
6. Develop environments which enhance the quality of life.
7. Break down stereotypes of sex roles and develop healthy concepts of femininity and masculinity.
8. Plan for feeding self and family on the basis of reliable knowledge of the safety, nutritional quality and world-wide availability of food.

The goals reviewed above provide the scope of the profession and the *reason* for building our profession. The building will be done by the members of the profession who are committed to continuous improvement and growth of home economics education and are willing to improve and grow as professionals.

Three major areas of growth for the professional home economics educator are suggested as of vital importance for the improvement of the profession. These three areas include growth in the ability to: (1) meet change with rational thought and creativity —avoiding the panic and crisis syndrome; (2) work together, and with other professionals, as a team; and (3) participate in a mature manner in efforts to affect public policy. It is hoped the discussion of these three areas of growth will emphasize the importance of two constant needs of the profession— the need for rigorous scholarship and the need to be able to accept others and work harmoniously with others.

Confronting Change

The errors we human beings often make when confronted with change are to take the extreme positions of stubborn resistance or complete and naive acceptance of change or to panic. Forty years of experience with home economics educators leads to the very subjective conclusion that the reaction of panic, or what may be termed "crisis syndrome," often prevails. If this is true, we should look carefully at the causes. Do we panic because we have not learned to examine alternatives? Do we lack the knowledge needed to solve problems which accompany change? Do we need crises to make us feel important?

Consider some of the panic situations—real or perceived crises—in home economics education: eliminating the related science course or a home economics requirement in secondary schools, shortening the length of classes from 90 to 50 minutes, changing criteria for state or federal funding, eliminating home management house residence as a requirement in teacher education, decreasing home economics leadership positions in state departments of education and U.S. Office of Education or chang-

ing the titles of programs. Every home economics educator will recognize some of these as changes which have the potential for impairing the quality of the profession's service. Most of the changes, however, were not true crises but changes which require careful analysis and deliberate development of new methods or new approaches. Creativity plus knowledge and application of logical problem solving procedures can turn most so-called crises into an opportunity for growth.

Panic is not a way to confront change, but neither is resistance nor blind acceptance. The profession needs members who can grow in ability to adjust to change and assume the initiative in shaping change. Many of the competencies needed to confront change in a positive manner are affective in nature. They involve personal characteristics difficult to change in mature individuals. The profession can, however, teach its members historical facts and concepts and develop a sense of history, that will enhance ability to cope effectively with change. The educator who knows that the nuclear family is a relatively recent development, that events such as the depression of the 1930's and World War II require radical changes in curriculum, or that niacin was first called nicotinic acid, will not view the knowledge, social structures and practices of today as "the way things always have been and are supposed to be." A sense of history gained by studying the effects of the industrial revolution upon families, or the roots of home economics, helps the educator distinguish between needed changes and that which needs to be retained and developed as a part of our basic value system.

It should be noted also that as educators, knowledgeable of the past, face current or future problems they do not have to start "from scratch." Past research and old problem-solving efforts contain "gems" of ideas to be recycled for solving new problems.

Home economics education needs professionals who are creative, curious and adventuresome. The professional needs to initiate, guide and adapt to change and must learn to live with certain ambiguities and uncertainties that accompany constant change. One way to build the profession is for professionals to grow in ability to become change agents instead of change reactors by becoming better scholars of history.

Team Work

The complexity of the educational problems which are the business of home economics education, and the rapid expansion of the knowledge which can be used to solve these problems, require that home economics educators work with teams of other professionals. Teams may include other home economists who have specialized in one facet of the field and/or professionals outside the field of home economics.[1]

A curriculum development project may require a team of home economics educators, curriculum theorists, media specialists and evaluation experts; the educational program for teenage parents needs the expertise of nutritionists, geneticists and social workers to supplement the skills of the home economics educators; consumer education may benefit from cooperation with business educators, economists and political scientists.

The team approach to educational and research projects makes it possible to mobilize the human resources available to the profession. Working as a team also provides opportunities for home economics educators to demonstrate to others the importance and scope of the profession and the unique contributions which can be made by home economics education.

To build the profession each home economics educator needs to develop the ability to perform as a team member. What are the barriers to team efforts? What are the competencies needed to serve as an effective team member? Skills in assessing needs, in management and communication are certainly important. The particular competencies discussed here are selected as those which are assumed to have the greatest value in building the profession.

1. Each member of the team needs to recognize and accept the scope and limitations of his/her own profession. Home economics educators often err on the side of perceiving their contribution as more limited than it is. Home economics educators need to accept the fact that they are the professional group who have an orientation to the totality of family life and can best guide and coordinate programs designed to improve the daily lives of individuals and families.
2. Team members need the self-assurance and feeling of self-worth that allows them to contribute as a team member without either kowtowing to others on the team or becoming bullish or defensive. Professionals who are confident in their own knowledge and ability can seek and take advice from others.

   As long as most home economics educators are women, special note needs to be made of their performance as females. They will not be effective team members if they continue to play the male-female games so prevalent in our society. Neither can they be effective if they are constantly angry at men, and the social order, because of the lesser status that has been afforded

[1]Emphasis is given here to teams of professionals, and the competencies required to work as a member of professional teams. This is not intended to negate the importance of teams which include craftsmen, homemakers and community leaders.

them. Fighting sex stereotyping is a noble cause but the best offense may be to *demonstrate* ability to perform.

3. Each team member needs to bring to the team a background of knowledge supported by sound research. Home economics is an applied field; home economics educators are pragmatists. This should not mean that the home economics educator relies, always, on someone else for the source of knowledge that has practical application. (The "roots" of home economics tell us that the original home economists came from a background of research. Home economics became the vehicle for using this knowledge for improvement of everyday living.)

Home Economics educators who are oriented to the totality of family life must assume the role of coordinators and synthesizers but also must have a knowledge of research methods and of the basic disciplines that is expected of a professional person. The special knowledge any one home economics educator can bring to a team effort will vary, of course, but without scholarly preparation the home economics educator may well be delegated the role of secretary and coffee maker for the group.

Confident, well-prepared home economics educators can build the profession by becoming effective members of teams.

Affecting Public Policy

Ellen Swallow Richards set the pace for home economists' aggressive leadership in formulating and influencing public policy. The magnitude of the effort has varied from time to time but there has always been a nucleus of individuals and segments of professional organizations accepting the responsibility for influencing decisions about important issues such as legislation affecting the health of children and the structure of welfare agencies.

In recent years professional organizations have given priority to activities designed to prepare their members for political roles. The excellent training sessions and conferences have increased the awareness of the need for political activity and given home economics educators an opportunity to learn procedures used by other groups. It is not the purpose of this discussion to reiterate the ideas that have been generated by these activities but to reflect some anxiety about the possible side-effects of the treatments applied to overcome the political lethargy of home economists. Building the profession requires mature political behavior that is consistent with the state and implied values of the profession.

The characteristics of mature behavior, and the anxiety, may be seen more clearly by considering what *is not* mature behavior.

1. Behavior which insults, belittles or is, in any way, disrespectful of another human being is not mature. If there is a need to affect policy change, it is evident there is lack of agreement. Disagreements arise because of differences in social goals and discrepancies in facts available to those who disagree. Such differences need to be examined in an atmosphere of mutual respect. Emotional debates tend to polarize the debaters rather than bring about consensus. It is true the "big boys" often hurl insults at each other, but there is no evidence that the practice is effective. It is certainly not consistent with the principles of family (human) relationships taught by home economics educators!
2. The ego inflation which may result from becoming name-droppers and associating with important persons usually is symptomatic of adolescent insecurity or a fan club mentality. Of course, contact of some kind must be made with those who make policies in order to provide the input which can influence the policy. The focus needs to be on the accuracy and relevance of the input, not on the personal satisfactions gained from the event. The extent to which the profession can exert a positive influence on public policy will be more dependent upon willingness to engage in research to secure the facts needed than upon who is known.
3. Use of procedures which are unethical—misleading, dishonest or detrimental to any group or person--in order to achieve socially desirable goals is neither mature nor morally acceptable in a democratic society.

The members of the profession can build the profession by affecting public policy. Efforts need to be based on clear understanding of values and a knowledge of all related facts including a knowledge of the complex interrelationships of technological developments, social planning, international politics, economic policies and resource distribution.

Conclusion

This discussion on building our profession has been presented in the third person, but it is truly a very personal presentation. I *am* a home economics educator, a dyed-in-the-wool home economics educator. It is our profession, *my* profession. Experts have not been quoted nor references given because the comments represent the personal, subjective, value laden synthesis of my personal experiences, background of study and perceptions of the profession. It is my personal belief that we can build the profession by intensive scholarly efforts and exemplary skills in human relations. Three competencies which I believe to be important are the abilities to cope with change, work as a team member and participate in a mature and ethical manner in affecting public policy.

SAVING ENERGY AND MONEY IN HOUSING DESIGN AND CONSTRUCTION

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There is no question that the supply of fossil fuels is finite. Depending upon whom you believe, the supply may not last very long, or there may be some around to last a long while. In order to make it last as long as possible, energy conservation is essential.

There are a number of potential nonfossil energy sources, one of the foremost being nuclear power. There are many people who have great objections to nuclear power. They contend we will be producing waste which we don't know how to dispose of and which will be around for centuries. Since we are producing material of identical type and probably in greater quantity in developing our weapons systems, perhaps we are overemphasizing the problem.

A variation is fusion power rather than fission power, which most people consider to be nuclear. This is related to the hydrogen bomb versus the atomic bomb in its general type of reaction. I think that it probably has some possibilities. Fusion power does not produce the large quantities of radioactive waste. The technology is not here yet to utilize fission power, but much research is being done.

Tidal power is another possible source, but the scale upon which the equipment has to be built to utilize tidal power is tremendous. I doubt that it will ever supply as much as 1 percent of the energy that we use in this country.

The same is essentially true of wind power. There are few places where there is enough wind consistently to generate power. In some areas it would be possible to use wind-driven generators or some form of wind power, but I am afraid that I still remember having to pump water for cows because the wind didn't blow and run the windmill, so my confidence in it is fairly limited, at least in the Midwest. A unit capable of producing 1000 kwh per month in an average wind of 10 mph is available for about $20,000.

Geothermal power—heat taken from the earth's core—exists only in a few places. It is being utilized extensively where it does exist, such as in Southern California. There are relatively few places where the earth's crust is thin enough to allow use of geothermal power. I don't think anyone is willing yet to cover Yellowstone Park with power plants.

Currently, the "in" thing is to look to solar power. There are significant limitations on the use of solar power. The people in the United States live where there is minimal winter sun. The entire megalopolis running from Milwaukee to Cincinnati is not a very good spot for sun. In the New England area, there is just barely enough to be useful in Eastern New York. The entire Pacific Northwest just doesn't get much sun in the wintertime. If we are talking about utilizing solar energy for heating homes, it isn't there. In the Southwest (Southern California, Arizona, New Mexico, and some parts of Texas) and in some parts of Florida there is enough solar energy to be of use. This area might extend up into Denver and some of its surrounding area. To give you an idea of the amount we are talking about, in Illinois there is an average of approximately 4.3 hours of sunlight per day during the three months of the major heating season, December, January, and February. There is less on the West Coast.

If we were to design a solar heating system for this area on the basis that the sun would provide about 60 percent of the heat required during the heating season, we would end up with a system that we probably couldn't afford. Each square foot of flat plate type solar collector would gain enough energy to replace one gallon of oil per year. One gallon of oil at the moment is forty cents. Even if it went up to a dollar, the amount that we could afford to spend on solar collectors to heat homes is significantly less than the cost of the collectors. If we assume the cost of money is 9 percent, and that the cost of energy increases 10 percent per year compounded, we can afford to spend $7.26 on something that will save us $1.00 per year today. This provides a seven-year payoff. It is very difficult to get people to talk about conserving energy if it is going to cost them money. They are really not very interested in a negative cash flow at the beginning. If the price of natural gas is deregulated, instead of going up the rate of 10 percent a year it may go up by 200 percent or 300 percent in five years, and this would significantly affect this equation.

The idea of using the sun to solve our energy shortage isn't new. When we started investigating solar energy devices, we found that most of the patents were issued in the 1870's and 1880's. We had an energy shortage then, too. A solar collector patented in 1871 is not significantly different from one I saw advertised in a free brochure from ERDA a few weeks ago. There really isn't very much new under the sun at this point.

There have been some interesting ideas as to how

to use the sun to heat a home. The home of Steve Baer, a researcher in the area of solar energy, located in New Mexico consists of a series of hexagonal rooms, and the south wall of each room is on hinges. The entire south wall of the house opens and closes. Just inside are racks of 55-gallon barrels of water with the end of each painted black. The panels which fold down are covered with aluminum foil to bounce more sun onto the barrel ends. On a sunny day they lower the side of the house, and the sun heats the water in the barrels. At night they turn on a winch and close up the side of the house. The barrels of warmed water then provide the heat. They seem to be living with it, although they had to do some adapting. I've been told that sometimes on cold evenings it gets down in the 40's in the house and they just put on a couple more sweaters.

Among the things that we may well have to change is our living habits, the temperatures at which we live and the way we dress. It seems as though for the last 50 years the average indoor temperature in this country has increased about 2 degrees every 10 years, and correspondingly we wear less clothing. This cannot be instantly reversed, particularly among the elderly. The accepted comfort standards are based on conditions that produce comfort for graduate students in mechanical engineering and medical students. We know almost nothing about what is required for the comfort of infants, the ill, and the elderly. Yet we say "Turn your thermostat down to 68 degrees or maybe even 66 degrees." There are many elderly people who are very uncomfortable at 68 degrees. I know some servicemen who quietly misadjust the thermostat so that these people will remain comfortable while thinking that they are doing their part, and I think that this is a bit of benign deception.

We are also told to "Set the thermostat and leave it alone." There is a little gadget inside the modern thermostat that really renders this advice wrong. In order to keep from overheating our rooms when the thermostat calls for heat, there is a tiny heater inside the thermostat so that the thermostat heats up a little faster than the room does. The thermostat turns off a little quicker and residual heat in the system brings the room on up to temperature. As the percentage of operating time increases, such as when it is very cold, this heater is on almost continuously, and the indoor temperature will actually drop 2 or 3 degrees. The thermostat setting needs to be raised in very cold weather to maintain comfort.

One of the greatest heat losers in a building is windows. "R" values measure the resistance to heat flow. This is the way insulation is rated. As a matter of reference, for most of the United States an appropriate "R" value for a wall is about 11 to 13 and for a ceiling a minimum of 19 and perhaps a high of 40. The "R" value of a piece of glass is 1. It keeps the wind out and that is about all. Double glazed windows have an "R" value of 2, compared to the 11 or 13 in the rest of the wall.

Since you can only see out of the window in the daytime, Steve Baer has a way to insulate it at night. There is a barrel of polyethylene plastic beads and a blower. At night or in very cold weather the blower fills the space between two pieces of glass with insulation. In the morning, the blower is reversed. It inhales the insulation back into the barrel. The system is not totally without problems. There has to be a way of venting the air in and out of the structure when the insulation is being blown in and out of the window. Tempered glass must be used because even a vacuum cleaner is capable of generating enough pressure to crack standard glass. This has been used in a school building in New Mexico, and several greenhouses.

One of the more widely publicized solar houses in the United States belongs to Dr. Harry Thomason in the Washington, D.C. area. It has a series of collectors. The average annual bill for fuel oil as supplemental heat runs about $10 a year. There is a 1600-gallon tank in the basement, surrounded with 50 tons of rock. Water is pumped from the tank up through the collectors to absorb heat. The water flows back into the tank, which then radiates the heat into the rock. When heat is needed in the house, air is circuated through the rock to the house.

Solar I is a research house at Colorado State at Fort Collins built under the direction of Professor George Lof. It has a liquid type collector and is designed both to heat and to cool with solar power. Fort Collins has the advantage that the percentage of sunlight in that area is relatively high. The altitude is about 7500 feet. Few people realize that the total amount of heat needed for a given number of degree-days drops 5 percent for each 1000 feet in altitude. This means that even though they may have a 6000 or 7000 degree-day heating season there, they need 35 percent less energy to compensate for it than we would in Illinois. Solar I has a 1600-gallon tank of liquid in the basement, which supplies both a heating coil in the wintertime and an absorption type air conditioner in the summer. (An absorption type air conditioner is just a slightly larger version of the old gas refrigerator. The water must be above 160 degrees before the system works well, which limits the type of collector that can be used.) There are some problems, including the fact that the only collectors that we can afford are made of aluminum, yet most of the piping is copper. Electrolytic corrosion occurs. The people at Colorado are doing regular analysis on the water and are finding more and more aluminum ions. They are wondering where the pinhole is going to occur—when there are 1600 gallons in the tank you really wonder.

The so-called solar furnace is a slightly different approach. It is an A-frame structure that can be placed in the yard to retrofit existing houses. It, too,

contains rock, but only 10 or 12 tons. It can be placed anywhere the sunlight is relatively unobstructed. It is connected to the house by two large insulated ducts bringing air from the house out to circulate through the rock bed and back into the conventional warm air heating system. Again this serves when the heat is available and there is a back-up fuel to heat the house in cloudy weather.

We tried a long time ago to do the whole job with solar energy. Dr. Maria Telkis at MIT in the late '30's designed a system which would provide for a week of cloudy weather. The heat storage structure was bigger than the house, and it cost more.

Let's look at what a complete solar heating and cooling system would be like. First, there is some type of solar collector, probably liquid cooled. The storage medium might be an insulated tank, either in the basement or buried outside. This is connected to an air-handling system inside the house. During the heating season, the warmed liquid in the tank is pumped through coils in the air stream, and if that doesn't heat the house enough there is an electric resistance heater that cuts in to keep the house warm. In the cooling season, the warmed liquid is pumped into an absorption-type air condition. If the liquid is not warm enough, there is a heater on the input side because the liquid going into the absorption unit has to be at least 160 degrees. A conventional cooling coil is located in the air-handling system, and the cooled air is distributed throughout the house. For an average size house (1500 to 2000 sq. ft.) this type of system would be currently available for about $10,000. This would provide about 60 percent of the heating, and, depending upon location, from 20 to almost 100 percent of the cooling.

This type of installation was used in a set of houses by a commercial builder in El Cajon, California. The collectors were built on the roofs. Obviously they are more interested in cooling than in heating because they don't do much heating in El Cajon, except perhaps for swimming pools. This is a development of $150 to $250 thousand houses, and I question the utility of the systems other than being a topic of conversation at the bridge table.

Let us look at the heating problems in the United States in relation to the population. The vast majority of the population of this country lives in zone 2, an area which has between 4500 and 8000 degree-days of heating each year. Some 60 to 70 percent of the total population of the country lives in this zone. There are 18 to 20 million housing units in this area. These units must be retrofitted to save some of the energy that we are using. We have been very wasteful in the past in our designs and construction. It is possible to spend 5 to 10 percent of the original cost of construction to increase the thermal performance of existing houses. This retrofit may decrease energy usage 20 to 25 percent. That may not be enough to make it economically feasible this year, but it will shortly.

In areas of less than 4000 heating degree-days, perhaps additional insulation may not be justified. In an area where cooling is a major factor, then once again insulation might be justified on the basis of cooling rather than heating.

What kind of insulation? What is the cost? What will it save? We have developed a series of slides for the Illinois Division of Energy to answer these questions. They are obviously Illinois-based but we have variations on them for several other areas of the country. I hope to have both publications and teaching materials out soon that will cover the entire country with this type of information.

Insulating is like moving your house south for the winter and north for the summer. We divided the State of Illinois into three zones (this set of zones applies to a great percentage of the country). It is possible to estimate from your location within any given zone approximately what savings might occur through the use of a few very simple charts.

For instance, if you are in zone 1 and assume that a window has 10 square feet and has single glazing, it will take 29 therms per season to offset the heat lost from that 10 square feet of window. Therefore, if you have 120 square feet of windows, you are now using about 348 therms a year. If you put double glass (storm windows) on them, you are now using only 156 therms, saving 192 therms per year.

A similar calculation can be made for wall insulation. If your house has no insulation in the walls at all, the heat loss per thousand square feet of net wall area is 521 therms. If the wall is blown full of insulation, it will be reduced to about 124, saving 397 therms. If your house already has some insulation, say 1½ inches, there is only a saving of 84 therms. Therefore you probably cannot afford to go back and fill that wall. You probably can spend your money better somewhere else. Making that decision is where this type of system can be used.

There are similar charts for ceilings, doors, and foundation types. These figures are general, and variations will occur. We can take absolutely identical houses, put two different families in them, and come up with 25 percent difference in fuel use. That is why on research houses, rather than having people live in them, we install light bulbs on timers that give off about the same amount of heat that a person does so that we can accurately program the activities and keep it identical between houses.

The number of therms saved doesn't mean anything to many people. A therm, by definition, is 100,000 Btu's, a Btu being the amount of heat necessary to raise a pound of water one degree Farenheit. If the heating fuel is natural gas, it is very easy to figure savings, simply by multiplying the number of therms saved times the cost per therm, because natural gas is sold by the therm. If oil is the fuel, multiply the therms saved by .7 and this will give the

number of gallons of oil saved for the season. For electrical resistance heating, multiplying therms by 20.5 will convert it to kilowatt-hours. If you heat with a heat pump, the calculation gets a little more complicated because there is a different factor for each zone because the efficiency of a heat pump varies according to the weather.

Let us consider the energy-saving design of new houses. First, orient the house properly. We have been ignoring the direction that our buildings have faced for years. Our ancestors knew how to do it—we've been forgetting about it. The Council did a quick computer study on the typical campus apartment building—a three-story building, half a story in the ground and 2½ stories out. It has a corridor down the center, with rooms on both sides of it, and is about four times as long as it is wide. If that building is located so that its long axis runs north and south it will use 40 percent more energy per year than if it was located with the long axis running east and west. I would imagine two thirds of those apartment buildings in this town face the wrong direction. We cannot afford to ignore things like that.

Ignoring such knowledge is not new. Many years ago there was a professor of mechanical engineering here at the University who conducted some research on how efficiently heat is transferred from radiators. He determined that the best thing you can do with a radiator was to paint it black with some type of oil-based paint. The worst thing that you could do for a radiator was to paint it with aluminum paint. About 98 percent of the radiators in this University are painted with aluminum paint. This was not an obscure researcher—his name was Arthur Cutts Willard, and for 12 years he was President of the University.

As we look at our house designs, one of the things that we can remember is that in the heating season a south wall will act as a solar collector. In the cooling season, east and west walls act as solar collectors. If you don't think so, drive down the street and see how many east- and west-facing windows seem to be papered over with aluminum foil in the summer.

It is quite possible to produce house plans with the major areas of the house facing south, thereby with most of the windows facing south. Minimize north windows. Let the sun shine in. Use passive solar collectors—another name for a window. By carefully calculating the amount of overhang on the south side of the house, it is possible to allow the sun to shine in 12 to 15 feet during the wintertime through the average size window, adding tremendously to the heat gain of the house. As the year progresses, the amount of sun coming in reduces. Why? Because in the wintertime the sun is at a very low angle. At the 40th parallel, which runs through Chicago-Washington general area, it is about 26 degrees above the horizon on December 21. In the summer, when we need the sun the least, it's 73 degrees above the horizon. With an appropriately calculated overhang, we can keep this sun out. In many houses, you can even keep the sun off the south wall entirely. This calculated overhang is valid from Dallas to about Minneapolis, and it is very simple. The total horizontal distance of the overhang, including the gutter, should be twice the vertical distance from the bottom of the overhang to the top of the glass.

Many people contend that we need to reduce the amount of windows to save energy. If they are triple-glazed windows facing south, that is not true. A window in this area that is triple-glazed (insulating glass plus a storm window or factory installed triple glazing) will gain more heat in the average winter day than it will lose during the entire 24-hour period, including the heat loss at night. If we are not careful, we can put in enough glazing to overheat the house most of the winter. It is our opinion that in most areas the south-facing glass should be about 8 percent of the floor area. If it is much more than that, it may be necessary to open the windows a good portion of the winter on the days when the sun is out. These figures are based on the sun that just comes in the window. When there is snow cover on the ground, there is about a 30 percent increase.

The next step is to keep the heat in. Install very heavy insulation, perhaps as much as 12 inches in the ceiling. It might be wise to consider a double wall, 8½ inches thick, to get more insulation in it. There has been much made of late about the so-called Arkansas system whereby houses were built with 2 x 6 walls tp permit more insulation. The first research house the University of Illinois built with a 2 x 6 wall was in 1924.

By insulating the floor and/or the foundation system, we can reduce the heat loss from about 62,000 Btu's per hour for the standard house at the maximum design conditions to about 40,000 per hour at maximum design conditions.

Another source of heat is internal heat gain. That is the amount of heat that we give off by living in the house, by the applicances we use, and so on.

The Council designed the Illinois Lo-Cal House as an example, using all the design and construction techniques I have described. It requires only approximately one-third as much energy to heat this house as one built to conventional standards. The average family of four living in this 1500-square-foot, 3-bedroom, 2-bath house will use more energy per year heating domestic hot water than they will heating the house.

The one use of solar energy that will probably pay now is to heat domestic hot water. Among other things, we are using half of that water during the summer, when we have a lot of sun available. There are some other possibilities. When we are running an air conditioner, we are throwing heat away. Why aren't we using that heat to preheat the water that goes into the water heater? It is free, and we're try-

ing to get rid of it anyway. At the National Association of Homebuilders Show in Dallas this winter, I found one manufacturer that was offering a heat exchanger on their air conditioner for this purpose. Another company was offering a similar device that could be added into an existing central air conditioner.

I think that we need to consider the multiple use of the energy that we have. Heat can be salvaged from relatively inefficient operations, such as the generation of electrical power. The total efficiency of the electrical generation system from coal mine to outlet in your house is about 30 to 35 percent. The rest of it is lost somewhere. About half of that is lost at the generating plant in the form of hot water from condensing the steam used to run the turbines. Why isn't this hot water being run under two miles of greenhouses on its way back into the cooling lake, and then used to raise catfish in the 80- to 90-degree water that exists from under these greenhouses? Perhaps the whole lake can be used as a source of heat for heat pumps for the apartment buildings or houses that could be built around the lake. Lake developments are very popular.

The development of systems energy conservation has tremendous possibilities, in addition to our efforts toward residential energy conservation.

ACTIONS NEEDED BY OUR PROFESSION:
RECOMMENDATIONS FROM THE CONFERENCE PARTICIPANTS

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During this conference we have reviewed the history of our profession, assessed its present status, and made tentative efforts to chart its future. We have been stimulated by the wisdom of leaders within Home Economics Education and challenged by persons whose work is closely related to some of our prime concerns.

The conference format permitted the participants to listen to thought provoking speakers, then get together in discussion groups to react and make recommendations to improve the quality of the contributions of home economics educators.

These recommendations deserve further discussion and action. Some of the groups suggested that time be allotted to continue these discussions at subsequent professional meetings. The conference participants agreed to share the ideas and the fervor of commitment with others back home. The availability of the conference proceedings will help to convey such messages.

The action-oriented recommendations have been grouped into the following categories: (1) recommendations for pre-service professional preparation in home economics education; (2) recommendations for in-service professional preparation; (3) recommendations for teacher educators; (4) recommendations for secondary home economics teachers; (5) recommendations for research and development in home economics education; and (6) recommendations for the publication of home economics education materials.

In general the participants expressed a great deal of concern about the future of the profession and the professional preparation of those who will carry out the mission of Home Economics. Some of the recommendations were listed as a result of someone's reporting something that is already being done. In that case it was listed to encourage more widespread adoption of the activity.

The following recommendations will doubtless serve to stimulate many additional ones. We hope that each individual will have the opportunity to act on the ones reported, to share the new ones generated, and to report the actions taken so that all can benefit from the tremendous amount of enthusiastic commitment that was shown at the "Conference on Current Concerns in Home Economics Education."

Recommendations for Pre-service Professional Preparation in Home Economics Education

1. Expand the emphasis from primarily preparation for traditional secondary classroom teaching to include elementary and adult programs, cooperative vocational education, and teaching in extension and other nonschool settings.
2. Help each student have some understanding of the interrelationship of all the experiences and courses in Home Economics.
3. Provide opportunity for pre-clinical (pre-student teaching intern program) experiences and summer work to broaden educational experiences with people in real life situations.
4. Emphasize the development of professional attitudes and encourage participation in professional activities, and professional organizations.
5. Prepare students to work with diverse populations, i.e., handicapped, aging, disadvantaged, urban, rural, etc.
6. Prepare students to cope successfully with situations encountered in professional world such as interviewing, contracts, salary agreements, and unions or trade associations.
7. Prepare students to master the competencies needed by home economics educators and permit them to waive courses if competencies can be demonstrated.
8. Provide field and classroom experiences that will prepare students for leadership development via youth organizations.
9. Teach students to identify and eliminate sex bias and sex discrimination in Home Economics.
10. Include in the goals of all teacher education programs (1) motivation for continuous learning; (2) growth toward self-understanding and self-actualization; (3) ability to work with people; (4) ability to assess the needs of people and generate programs to meet needs; and (5) commitment to serving others.
11. Expand the core courses to include journalism, policy making, business and assertiveness training and increase the "root" requirements in math, humanities and sciences.
12. Stress ecology and futuristic concepts in teacher education.

13. Emphasize skill development in public policy formation, decision making, and communication.
14. Prepare students to work with other professionals and lay groups to achieve professional goals.
15. Strive for greater conformity in the way students are taught to write the components of a teaching plan.
16. Teach students the history of Home Economics.

Recommendations for In-service Professional Preparation

1. Engage in formal study to prepare for the highly important role of Cooperating Teacher.
2. Learn to use newly developed materials and technology.
3. Observe exemplary Home Economics programs and exchange ideas with other teachers.
4. Study current research findings in areas related to Home Economics Education.
5. Participate in leadership training programs.

Recommendations for Teacher Educators

1. College and university teachers need to have recent teaching experience in secondary schools or return to public classrooms annually to be sensitized to the reality of teaching today's youth.
2. Help meet the needs of the urban education school systems.
3. Make use of Management Information Systems and other sophisticated data collection systems to determine the types of programs needed in each state.
4. Move away from the superindustrial ideas, strive to humanize the profession.
5. Assess the needs of teachers and use the data as a basis for teacher education curriculum decisions.
6. Provide in-service education programs for teachers.
7. Explore alternative modes for delivering in-service programs for teachers. Appeal to businesses and industries.
8. Encourage more home economists to become leaders in a variety of issues related to home economics education.
9. Develop an organization or expand the coalition (AHEA, AVA, HEEA) to focus upon home economics education needs including legislation, research, curriculum development, communication, and to coordinate and unify all home economics education efforts.
10. Organize a center which initiates, collects, disseminates, and analyzes projects which support or explain home economics education related activities.
11. Provide support for an effort to increase the size of the Home Economics staff in the Office of Education.
12. Identify some priorities for teacher education.
13. Serve as role models for home economists and help them become aware of how the image of Home Economics Education is created, portrayed, and perpetuated to all factions of our society.
14. Conduct workshops at regional and national meetings on identifying and eliminating sex bias and sex discrimination in Home Economics.
15. Support the development of the competencies identified for Home Economics Education in *Competencies for Home Economics Teachers*, Iowa State University Press, Ames, Iowa, 1978.

Recommendations for Secondary Home Economics Teachers

1. Increase the involvement within the community in order to publicize the home economics program.
2. Provide advice to colleges and universities about the needs of teachers and teacher preparation programs.
3. Help each student understand the interrelationship of all the experiences and courses in Home Economics.
4. Collect evaluative data, publicity materials, enrollment data and other evidence that is supportive of Home Economics.
5. Serve as a positive professional role model for Home Economics students.
6. Work with other home economists to identify the unique contribution of homemaking education in the secondary schools.
7. Identify and help students master the essential living skills.
8. Encourage able students to pursue careers in Home Economics.
9. Prepare for and assume leadership roles whenever possible.
10. Teach students to make decisions so they can identify and solve their own problems.

Recommendations for Research and Development in Home Economics Education

1. Study the lifestyles of families.
2. Identify problems that families may face in the future.
3. Study the effectiveness of secondary and adult programs such as parenting, infant development.
4. Conduct longitudinal studies of home economics education graduates with emphasis on the quality of the programs in which they are teaching and their characteristics as teachers.
5. Examine the use of educational resources to pro-

vide programs to avoid replications or duplication of efforts in given geographical areas.

6. Develop "initiatives" for research, demonstration, or pilot projects for building bridges between home economics and other disciplines for addressing common concerns such as nutrition education, parent education, child development education and consumer education.
7. Identify trends which are pertinent to Home Economics Education and determine strategies for dealing with them.
8. Identify professional characteristics that are unique to Home Economics Education.
9. Study Home Economics teacher education programs to determine common goals, strengths and weaknesses.
10. Determine the characteristics needed by Home Economists for the future—use as a model for teacher education.
11. Analyze public policy regarding "Teacher Centers" and the potential roles for Home Economists in the Center.
12. Evaluate programs to determine the status of the profession, what is needed, where the profession should proceed, etc.
13. Make a comprehensive assessment of what students learn in Home Economics classes.
14. Determine the "essential living skills" needed by individuals and families.
15. Determine the characteristics of students in teacher education.
16. Establish a "Center for Home Economics" to conduct research that will provide direction for curriculum development.
17. Determine the type of Home Economics related content that is reflected in state-wide competency based examinations.
18. Conduct research activities that focus on both the Home Economics subject matter areas and Home Economics education simultaneously.

Recommendations for Publication of Home Economics Education Materials

1. Curriculum developers submit their materials to ERIC System or some other clearinghouse to make them available to others.
2. Share curriculum materials among states. (Educators may consider adapting rather than developing curriculum.)
3. Prepare an annotated bibliography of publications on issues affecting the profession.
4. Prepare teaching materials on the history of Home Economics.

SELF-PORTRAIT OF A FAMILY

Jessie Bernard
Research Scholar Honoris Causa
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Since we meet under the auspices of a university, I feel I must begin by giving proper academic credentials for building my talk around letters, a quarter of a century of them between me and my daughter and two sons, no longer children now but children when they wrote the letters. So I hasten to remind those of you who may have taken courses in sociology at any time that one of the great classics in the field is by W. I. Thomas and Florian Znaniecki, *The Polish Peasant*, and it consisted of family letters between immigrants and family members in Poland. Also, that in 1942, a distinguished social psychologist, Gordon Allport of Harvard, pointed out that letters constituted a neglected source for the study of "dyadic relationships" and especially of parent-child relationships. So I come with proper credentials. Nor, may I add, is working with letters an easy way to study a family. The book based on these letters which will be published by Beacon Press and appear next summer was the hardest I ever worked on. Not only because the contents were so stress-producing—I could not work on them too long at a time because they produced stress symptoms—but also because it is not easy to assess the significance in all cases. A letter might have quite different significance according to the context in which it was placed.

Still, although I am not at all sure that I have wrung all the meaning out of these letters, I have learned a lot. I have selected for presentation here topics which seem interesting to me as throwing light on parent-child relationships:

There may once have been a time when parents knew exactly what to do with respect to every issue they faced with their children. Not only that. But they also knew they had the support of the community back of them. They did not have to worry about the wisdom of their decisions. Right was right; wrong was wrong. What parents decided was the way it was to be. I doubt if discipline was ever easy; but it was less hard under those circumstances. We hear a good deal about "permissiveness" today. As though it was always a deliberately chosen policy. Often it is merely recognition of uncertainty. In a letter to my fourteen-year-old daughter I wrote, December 3, 1955:

> . . . It is very difficult to know what is the best thing to do for a child. I am not at all sure that the policy I have followed is the right one. I have been extremely permissive. I have allowed you to do very much as you have pleased. I sometimes wonder if I have been right. I let you drop dancing. Was that right? I let you drop music. Was that right? When you are older, will you regret not having any musical training? Etc. I have never forced you to do anything. Sewing, typing, you have played with and then dropped. Should I have put more pressure on you? Will you thank me for not having demanded more of you. Have I allowed you to be less than you are able to be? If I had forced you to continue with music you might have been able to play piano. Ditto dancing, ditto sewing, ditto typing, etc. Have I really done you harm by not forcing you to develop these skills? I often ask myself such questions as these. . . .

I still don't know the answer. I was forced to take piano lessons and practice. No residue remains for all those miserable hours. My daughter's equipment for musical training was no better than mine. She was not invited to participate in her music teacher's recital even after she had worked long and faithfully to prepare for it. Still, would it have been good "character training" if not good musical training if I had insisted—if, indeed, I could—that she continue?

Friends, school work, clothes, and always, of course, money, are perennial issues between parents and children. I have selected two of these—friends and clothes—to illustrate them, again with my fourteen-year-old daughter. First a word of background. My daughter had become 14 in the summer of 1955. She was going around with 18-year-old Nancy, the daughter of my children's care-taker, neighbor, and dear friend. Nancy had just graduated from high school and was looking forward to college in the fall. I had nothing against Nancy except that she was four years older than Dorothy Lee, that she was ready for adult experiences, that she had served her adolescent apprenticeship. She moved in circles already assuming all the prerogatives of their new status, including drinking at parties. It bothered me that Dorothy Lee was going around with young people so much ahead of her in their development. She, of course, loved it. The association with these friends had been, though only one, of the factors that had persuaded me to send her away to school. I had hoped that separation would not make the heart grow fonder. A cop-out? You might well call it that.

But some of the 18-year-old circle of friends were in school in Philadelphia, within easy range of Dorothy Lee's school. So in one of my first letters September 20, 1955, I wrote:

> . . . I was a little bit worried about your insistence on frequent trips to Philadelphia. I want you to make friends at school and spend time with them. The Philadelphia girls have their own friends and although they will always be

nice to you it is better for you to stick with your own age group, or at least with the school friends. . . .

My objectives escalated during the fall and during the Thanksgiving holidays they became even more vehement, re-inforced by my first letter afterwards repeating my concern. Her angry reply, Dec. 1, 1955:

. . . I just got your letter of the 29th. It makes me rather mad that you say I can't spend as much time with Hutch and those kids as I have been and want to do. I will spend time with both because I like both and I think I should be the one to decide who I want to be with and when. I can't see any reason why I can't spend as much time with Hutch and Jenny and the others as I want to. . . . Please write and tell me why you have decided I can't spend all the time I want to with Hutch. I like her and I have fun when I am with her and I don't think you have the right to tell me who I can see and who I can't. I hope you will change your mind about Hutch and my friends for this is something I feel very strongly about and if necessary I will fight you. I am sorry. I love you very much and I hate to fight with you but here I think you are wrong. It's my life and I want to have some say on how I live it. I always want your help but you can't have the right to say who I run around with. Love you very much. . . .

So, as so often in the letters, as much to explain the situation to myself as to her, I did write to tell her why I had decided as I had, beginning with comments on the state of belligerency:

. . . First of all, let me say how sorry I am that you declare war on me. A mother cannot fight a child. She is licked before she begins. I have moral responsibilities (as well as legal ones) and there is absolutely nothing I can do to make you do anything. I have to take care of you. No matter what you do I must take it. A mother has no alternative. I cannot even threaten you. And I certainly cannot lock you in your room or chain you in the house. But you cannot expect me to approve of everything you do (Dec. 3, 1955).

Still, I did feel I owed her an explanation of what must have seemed quite an arbitrary decision. So I offered one:

You ask me to tell you why I have decided you should not spend so much time with the older crowd, and of course I am glad to do so. . . . You are entitled to know the basis of my decision about your companions. One of the most important is also one of the subtlest, and I am not sure you will understand. It is this: when you associate with these older girls and boys you are in a special, unusual, position with respect to them. You learn a kind of behavior which is not that of an equal among equals but that of a pet, a "mascot," a sort of privileged, protected, position. You should be having experience in meeting people of your own age as equals, not as a pet, not as someone who is indulged. I don't expect you to understand; I expect you to deny it. Furthermore, ask yourself what you would think of a girl's mother if she were some other girl, who permitted her to go to parties at the age of 14 where drinking took place. Frankly, what would you think? You would think such a mother didn't care very much about her daughter. A girl of 14 has absolutely no business at a party where drinking is going on. It is not that I don't trust you. It is simply that this is not the kind of party for a girl of 14 to attend. You will find your own age group dull and boring if you become used to college parties. I feel as strongly about this as you do. True, as you say, it is your life. But I do have the right to say whom you run around with. . . .

Then, in one of the best written letters of the year, with the least number of misspelled words, she replied, two days later (Dec. 5 and 6, 1955):

Dear Mother,

I got your letter explaining your reasons for not wanting me to spend so much time with Hutch. I have to agree with you on some points because I can see you are right. But I think you have to take into consideration how I feel about Hutch and the others. I love her and like her friends very much. You can't make a person break away from a group of people because you know it's best. It has to come from me and I don't feel I can or want to. Perhaps we can compromise. I hope so. . . .

I'm not sure what the compromise turned out to be. But she did show the letter to a room-mate who said Dorothy Lee did "run around with kids my own age here." Time was on my side. Little by little she did become increasingly absorbed by her own age-group activities and as the years passed the four-year difference in age between Dorothy Lee and Hutch became less and less relevant. Even long stretches of separation did not destroy the bond between them. They remained loving friends.

Clothes run a pretty close second to friends as an issue between parents and children. In November Dorothy Lee wrote that she was spending $35 for a formal. My reply, Nov. 30:

Dear Dorothy Lee,

Yes, indeed, the money situation is getting rather serious, isn't it? I am sure it did not take $10 to go to the doctor in Philadelphia, so you must have some of that money left. And are you sure that you must have a $35 dress? I can hardly believe that a Friends' school would require that. A 14-year-old girl doesn't need a $35 dress. . . . Let me look around State College to see what they cost here. I would say that you should not pay more than $15 at most. And it should be a dress you can wear often. Please do not think that you are 18 years old, even if you do associate with girls that age. A formal can be the least expensive kind of dress since it is not worn often. It is the everyday clothes that have to be good. I suppose ballerina-length is OK, isn't it? I certainly don't think you should have a long dress at your age. You are nicest and most attractive when you are acting your age —which is 14. As soon as you try to act like the older girls you aren't nearly so attractive. So please get a dress that is suitable to your age. As I say, let me look here also. When must you have it? . . . I will let you know what I find out about dresses here tomorrow. In the meanwhile, all our love, Mother.

True to my promise I did make inquiries and reported them the next day (Dec. 1, 1955):

. . . I asked Josie Tomlin what girls wore here and she said they didn't wear formals yet. So you will have hardly any occasion at all to wear one. The most you will wear it will be two or three times. Don't you think it foolish to put so much money into a dress you will wear so seldom? . . . Did the school say it had to be formal? There are lovely ballerina-length dresses that could be worn to parties that would be much more practical. . . . If you positively must have a formal—which I disapprove of in a 14-year-old girl—get one but get the least expensive one you can find. Explain to your friends that your mother is an old fogey who doesn't like to spend much money on garments that will be worn only a couple of times. . . . I send you lots of love. . . .

This letter enraged Dorothy Lee. She returned it angrily with her reply written all over it in large letters (Dec. 3, 1955):

> Dear Mother, I am sending you back your letter. I don't want to ever have to look at it again. It makes me very angry. You can't get a formal for $15. You only use them to formal parties. Everyone gets them. I am getting one my way. I need it for the 15th and I won't have you getting one for me. If you get me one I will not wear it. I can get my own clothes. . . .

In the margin where my letter had said "I am sure Franny won't have a $35 dress, nor lots of other girls," she wrote: "I don't give a damn. Lots of others do." And where I had written "I certainly don't think you should have a long dress at your age," she wrote "lots of kids my age do" and to my suggestion that she get a ballerina-length dress instead, she wrote "I don't want one." All's well, fortunately, that ends well. This episode did. The fracas over the formal ended well. It turned out that though she had planned to buy a $35 dress she had not actually done so. Two days later she wrote (December 5, 1955):

> Dear Mother. . . . I got my formal and it's the most beautiful one I have ever seen. It cost $17.95 and the shoes cost $4.95. I am very proud of myself. . . . I am very happy and I want you to see it at Christmas. . . .

> Dear Dorothy Lee, Yes, darling, I am very proud of you and your ability to buy a pretty formal for $15.00. That was very good. Was it a hard job? Did it take a lot of shopping around? Who went with you? Do the others like it? What color? etc. . . . I love you oodles and think you are a wonderful little girl, beg pardon, young woman. . . . (Dec. 7, 1955)

> Dear Mother, Thank you for your lovely letter. It makes me very happy that you are not mad at me. . . . My formal is really lovely. It's white with silver through it. . . . (12/8/55)

> Dear Dorothy Lee, The dress sounds love. I would love to see you in it. . . . (Dec. 11, 1955)

Finis formal episode. I think she won that one.

In the case of one of my sons it was hair, not yet the shoulder-length bob or the long pony tail. That was to come later. But an issue is an issue whatever it is about. In my son's case it was where to part his hair. Like other mothers throughout the 1960s I brashly took on the issue of hair, only to learn that here the peers had all the advantages. "I feel less strongly about your coiffeur" I wrote to Claude after berating him for his weight, smoking, defensiveness, and miscellaneous assorted sins. "I do think the part is too low and gives your head a lopsided effect. When I mentioned it to you . . . you replied that you were going by the advice of your peers who said the farther down on the side the part the better." Gently, politely, I was put in my place:

> . . . when at George School last year, my room-mate and several others mentioned the fact that the location of my part in my hair was not in best location as per looks and generally prevalent styles. This criticism hit me hard at first, but I accepted the fact that they probably knew about things like this better than I. So with much consideration, I began to move my part down. To conclude: it makes little difference to me as to how my hair is parted, but I feel that my peers have a better idea about contemporary styles. . . . (Nov. 12, 1963)

Fortunately I knew when I was licked. The issue did not arise again.

I was a working mother. Which means that in addition to the guilt all mothers feel I had the additional burden of feeling I was away from home too often and too long. I used to laugh sardonically at myself for running all over the country to talk to other people about their families while neglecting my own. And I seemed to demand all too much reassurance from them that I was not neglecting them. I was always explaining why I wouldn't be able to see them off or meet them on their return. Thus, to David, explaining why I wouldn't be able to meet him on his return from football camp: ". . . I was asked to attend this meeting before I knew when you would return from football camp. . . . But you are used to having a mother who is away at meetings all the time. I hope you don't mind. . . ." (Aug. 9, 1964) And then his loving reassurances:

> . . . You ask what I must think of a mother who is always off at meetings. Well, I like it. I don't like it when you are off for more than a week. I do dislike it when you make me feel very bad when you center your life around me like that. Sure I love you very much but you yourself said that it is bad for us to be together all the time. Then you start making a fuss. "Oh, I'll be gone for a week, leaving you all alone with the Seymours." Or "I'll leave you all alone for 3 days." But I don't mind. Don't think I am trying to hurt you by saying this but I think it should be out before you start turning down other things. Remember I love and love and love you very much. . . . (Aug. 15, 1964)

I suppose all parents insist that they are absolutely fair with all their children. No favoritism. I made a fetish of equality. I felt I was treating all of them the same. Of course, as you all know, that is impossible. I was four years older when the second child was born than when the first one was and five years older than that when the third child was born. They were quite different people. It seems to me I was harsher with the second, a boy, than with the first, a girl. Thus, for example, when my daughter, homesick during the first term at boarding school, wanted to come home, I said, of course. Come home tomorrow. When the second child, a boy, was also homesick during the first term at the same boarding school, I wrote, grin and bear it.

Dorothy Lee's letters during her first year at boarding school were full of her activities but all through them there ran a thread of ambivalence. She liked the school but she wanted to come back to go to the local high. Could she? (Sept. 24, 1955) She would explain why when she came home; it was too

hard to do it by mail because she couldn't spell well enough (Sept. 29, 1955). I replied immediately with over-kill. Yes, by all means; I had told her so in almost every letter I had written. In fact, she didn't have to stay at boarding school even this year. She could come home at once. She did not have to stay there. Was this perfectly clear? (Oct. 5, 1955) In November, still disturbed by the tenor of her letters I was all apologies and self-lashing: I had sent her to the wrong school; I had held her to too high standards; I had expected too much of her; I had not shown her enough love. . . . (Nov. 6, 8, 1955) By the end of the year she had come to love the school and was already looking forward to the time when her brothers would be going there too. Had anything I had said or done made any difference? I wonder. I do not know.

Four years later, in reply to Claude's first letters from boarding school in which he had expressed his concerns I wrote:

> . . . Don't worry! It seems to me you worry all the time and then think of things to justify your worry. Of course you miss me and the pleasures of home. But match. It's very pleasant not to have any work to do or responsibilities to meet. I have the same feelings. It's hard to get back to work and I don't look forward to it. But by now you have probably licked your feelings. But you make me worry when you worry so much. It won't be long before you are home again. What good is it if you worry all the time? Just learn to live with yourself and your problems. I'm always here ready to help you when you really need it. OK? Lots of love, my dear boy, Mother.

Why the difference? Was it because I was four years older? Because I had learned by experience that in time he, like Dorothy Lee, would learn to love the school as she had? Or because she was a girl and he a boy? Or because she was she and he was he?

Bigger Than Life

Most of the letters gave my perspective on the children. They showed how they looked to me. But how did I look to them? Always bigger than life. When, for example, I asked David how big my two distant cousins in Bucharest were in order to know what size gifts to send them, he assured me they weren't nearly as big as I was. Several years later when I asked a friend about the matter of size when he also visited them he replied that they were at least a size larger than I was. So the sweaters I sent must have been a size too small for them. Even when the children towered above me as they all did after the age of twelve, I loomed up in their imagination as far bigger than they.

Similar though they might be in their perception of my size, they differed among themselves in the way they saw me. One of the first things that struck me as I re-read the letters was how differently the three of them addressed me. A different relationship was reflected. There was less distance between me and Dorothy Lee than between the boys and me.

Dorothy Lee's style was more informal and intimate and more constant over time. Her letters from London when she was 20 years old began with "Dear Mama" and even a year later, were still beginning with that salutation. In the boys' letters there was—beyond early childhood—more distancing even at an earlier age. Dorothy Lee's ran the gamut from the orthodox "Dear Mother" through such variations as Dear Mama, Mama dear, Mama love, Mama my love, Dear Ma, Dear old Ma. It was inconceivable that either of the boys would address me as Ma, let alone as Dear old Ma.

Claude's salutations varied widely and quite imaginatively, but increasingly depersonalized as part of his distancing. As early as the age of 14 he addressed me playfully as "Dear old Lady" which was as near to Dear old Ma as he ever came. A few years later, I was Dear Breadwinner, Lonely Mother, Dear Banker, Dear Parent, Dear Mentor, Dear Provider, Dear Correspondent, and, tongue-in-cheek, Dear Dr. Bernard. David was consistent in his "Dear Mother" with rare variations like Dear Glorious Mother. He reserved his variations to his signing-off.

For they differed also in the way they signed off. The closings also changed with age, becoming less intimate, more formal in the case of the boys. There were Dorothy Lee's straightforward "love," "all love," or "all my love" or "love you very much" or "I love you" with, once in a while, an implied rebuke like: "How are the boys and the dogs? You do have a daughter too, you know." Claude's valedictions were simple; most were a simple "love." In the earlier letters an occasional "much love" or "lots of love" or "all my love." Once at the age of 18 he signed himself simply "me," and once "your son, Claude." Fairly early, I might note parenthetically his distancing took the form of illegibility. It got so that I could scarcely read what he wrote.

David's signing-off as a small child had been full of kisses in the form of Xs, sometimes pages of them. They continued, in moderated degree, until he was a junior in high school in Barcelona. Even there the earlier letters still included kisses. But they gradually subsided from 10 in September to 3 in November and by December they had disappeared. His "much love" varied from time to time with topical variations such as—capitalized—"MUCH LOVE TO MY GREAT MOTHER" or "all the love in the world" with 10 Xs or—tongue-in-cheek—"your fan."

Large as I may have loomed in their lives, however, they were never particularly impressed with my career. In later years they were even surprised by it. They had not seen me as a career woman, only as a mother. Bigger than life as a mother I might be. Not, however, as a professional. Although they knew that I wrote a lot and raced all over the world giving papers hither and yon, it was not until they reached college that they began to be exposed to what all

that writing was about. I select here only three letters in which their responses were like. The first is from David:

> Dear Mother, I just happened to have been leafing through a copy of Playboy when I came across your name. Imagine, one of the last places I would expect to. I read your letter [which had been solicited by the editors] and the reply and I just couldn't help write this fan letter to my favorite radical. To me your letter and its criticism of the Hunt article seemed so tame and reasonable that I couldn't imagine that a social anarchist had been behind such a nefarious plot. Obviously, if you concede an inch to these women they will bury you. Seriously, I thought that your letter was very reasonable and I found myself agreeing completely with what you said (how unusual). . . . Of course what struck me was not the label radical that Hunt pinned on you, but the type of picture of the radical that you had become—heckler, tearer of helpless infants from the breasts of their mothers, etc. Knowing that you are a radical, but one with much more sophisticated tactics than of the radicals Hunt fears, I couldn't help but laughing. Your fan, David Bernard

The second letter was from the older son responding to a newspaper report of a debate I had participated in with Catherine Chilman at the meetings of the American Home Economics Association. We had been discussing the differential impact of marriage on men and women:

> Dear Dr. Bernard, A friend of mine has just shown to me an article describing a debate that you had with Dr. Catherine Chilman in Cleveland a week ago. You are supposed to have stated that marriage is not good for women, but is good for men. I am about to get married. At least I was before I read what you and Dr. Chilman had to say. Now I have grave doubts. I don't want my future wife to be moody and unhappy with her new position in life. We do not plan to have many children, and none at all for a few years. I still, however, do not understand what it is you have against marriage for women. You, yourself, are a mother of three and must have been married. Are you saying that men and women should not get married, but that men and women should remain single, but live together? Isn't that against all religious and social conventions? I like the last part of what you had to say about smaller families and about the fact that women will take on a larger share of the financial responsibilities in the family. I am also glad that you don't think that the institution of marriage will come to an end. I am very interested in what you have to say about marriage, but I am still confused about just where you stand. Please let me know. Thank you for reading this letter and considering my problem. Sincerely

The third letter is from Dorothy Lee. My professional career was more of a threat to her than to the boys. They would not be judged in terms of it; she almost certainly would be. From London when she was 20 she sat next to a recently divorced man at a dinner party who had just read my book on remarriage and taken it seriously. She wrote:

> I find that hard to believe, not because I don't think you know what you're talking about. It's just that you're my mother anyway. I always have the feeling you sit down and make up a book. "Dorothy Lee, you know I've just had a good idea. I guess I'll put it in the book." I am only teasing. Anyway, for the first time in my life I felt like Jessie Bernard's daughter, which is somewhat strange. Even with your friends I have always been Dorothy Lee, Jessie's daughter, who is doing. . . . I don't mind but I couldn't go through life like that. Let me assure you though I do enjoy being your daughter. . . .

In reply to a letter that has not survived I wrote, three weeks later, that it bothered me if she felt competitive. "I fear," I wrote, "you think you have to have a profession and write books because I have done so." And, some time later: "I feel awful that you worry about living up to me. . . . Please don't think I expect great things of you. All I want is for you to be just what you are, precisely that, and no more. . . . I want you to live a full and complete life, but your own. . . . I will try to help you discover what you want to do. . . . Well, enough preaching, darling. . . ."

Like many other members of her generation, she was not only a non-career woman but an anti-career woman. She succeeded at everything she tried but was unwilling to commit herself to any establishmentarian profession.

All the children gave me good marks as a mother when they were small and, though more discriminatingly, still do. Still, how much credence can one put in letters from children to their parents? How "true" are they? How sincere? Researchers are always plagued with the problem, how valid are the answers they get from people to their questions? Historiographers wrestle with the same problem with respect to their written documents. Elizabeth Hardwick raised this question about the letters of Edna St. Vincent Millay. How, for example, reconcile the cheeful, happy letters she wrote home to her mother with the actual suffering she endured? The same questions can be raised about the letters of Sylvia Plath to her mother? Or Virginia Woolf's letters. How well can parents understand their children from their letters? Or children their parents? Did the invariably loving letters reflect the children's "true" feelings or attitudes toward me? Were the expressions of love and appreciation merely conventions?

One cue was available from the way I looked in letters to me and in letters to one another. Some of the letters were "overt." That is, they reflected relationships that I did not have to be protected from or that did not have to be protected from me. They were simply additions or postscripts to my own and were meant for my eyes as well as for the recipient's. But some of the letters were "covert." They were not meant for me to see. I did not always look the same in the two kinds of letters. Thus, for example, in one letter to me Claude at 18 was faulting me for lack of discipline; I had never forced him to go to dances or be pleasant to girls. The result was immaturity. Four years later, though somewhat mellower, he was still faulting me as a mother. Now, for overprotection.

But not at all the same mother came through in a letter he wrote to his sister—not meant for my eyes—which only recently came to my attention. Now, he notes, my "life is one of statistical rules and operations." I am "too old now to be flexible enough to step out of mould and examine things on a nonprofessional basis. . . ." Then, perhaps feeling disloyal or guilty, he added: "Yet she isn't an old fuddy-duddy in that she always looks for new ways to tackle these sociological matters that come within the realm of her concern." I recognize myself in all three accounts. They were all true, overt and covert alike. I was too soft, I was too rough, I was too preoccupied by my profession.

In collating these letters I was plagued with the necessity to be selective. I wanted originally to present them simply as documents, uninterpreted, unanalyzed. But this proved impossible. I was told to "render" them. But "rendering" meant omission, it meant selection. And this, of course, bias. I did not want this to be an ego trip. I wanted the children to be more than straight men for me. I am not at all sure how well I have succeeded. Claude thinks I may have leaned over backwards. That the children come through more sympathetically than I do. I'm not at all sure how any of us come through. I hope as real people.

SUMMARY AND IMPRESSIONS OF THE CONFERENCE DIRECTOR

Hazel Taylor Spitze
Editor, *Illinois Teacher*
Chairperson, Home Economics Education
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It is worthy of note that many of the participants (listed on pages 62-66) paid all of their own expenses to come to the conference, and a high percentage paid at least a part of their expenses personally. This indicates a commitment that may be uncommon among professional groups. The manner in which invitations were extended is explained on page 1.

The speakers were chosen from among the outstanding home economists and others who had expertise to share on the subjects to be considered by the conference. They included high school teachers, teacher educators, supervisors, deans, sociologists, a psychologist, and an engineer.

An important part of the Conference was the discussion sessions held each morning and afternoon. Eight groups, which remained the same in membership and leadership throughout the Conference, met for about an hour four times to discuss reactions to the speeches and to make recommendations to the profession. (Leaders and recorders are listed on the inside front cover.) Groups were asked to consider possible resolutions for our professional associations, needed legislation, changes needed in teacher education, ways to increase the effectiveness of personnel in our field, suggestions for professional journals, needed research, goals to strive for in the future, and to make whatever recommendations they wished.

The Conference also had a "Listening Panel," chaired by Mildred Griggs, with a member assigned to each discussion group. This Panel listened throughout the Conference—during speeches, discussion groups, coffee breaks, meal times—for ideas that might lead to recommendations.

The summary on page 49 was prepared by Mildred Griggs from the contributions of the Panel and the notes from discussion group recorders as well as her own observations.

I, too, listened to discussion groups and other conversations, as well as speakers, throughout the Conference and the following quotes or paraphrased ideas are some of those I found interesting.

We need to define Home Economics Education and its objectives.

We need to be concerned with *quality* in our work.

Skill development is important but ideals and visions are necessary for growth.

Professionals need assistance in self-fulfillment.

We need to be more philosophically oriented and less practically oriented.

We need to listen to the non-conformists for new ideas.

Teachers should be paid for time in in-service education.

Teacher educators need to be involved in urban education.

Universities expect too much of the Cooperating Teachers.

Universities should choose Cooperating Teachers more carefully.

Responsibility is more important than accountability.

In evaluation, we should look at the input as well as the output.

If tree roots are pruned before transplanting, the tree grows better. (This was in the context of the roots of Home Economics. Do we need to prune? If so, how? Pruning does not mean eliminating a root.)

There is often a conflict between the demands of students and the demands of administrators.

We need to prepare teachers to understand *principles* and to synthesize.

The period of pre-service education should be extended.

Home economists should police their profession and screen out the incompetent.

Effective teachers are the ones who clean out their closets every semester.

Paid internships in centers for the disadvantaged can help prepare teachers who understand and care.

We need to add a home economist to the AVA staff.

We need a joint project of AHEA, AVA, and HEEA to define and delineate home economics.

We need to recruit more males and more minorities.

In-service education on one weekend per month would be acceptable to many teachers.

We need to identify the educated home economist in terms of Bundy's images of the future.

We should focus primarily on values, interpersonal relations and management.

Process is content too, an important part of our

theory. (I have found Louis Rubin's *Process as Content* very useful here.)

We need a lot of local NIE studies.

Undergraduates—and all of us—need to study the history of Home Economics.

Teachers need to be prepared to work with youth organizations enthusiastically.

We need more home economists in USOE.

Teachers—at all levels—need self-understanding.

Teacher educators need advisory committees of secondary teachers.

Classroom teachers should be models of good management.

Professionals need support systems.

We need to be sure that all of the sponsoring groups of this conference receive all the recommendations.

We need to tell our story in pointed anecdotes to legislators, administrators, and others.

We need a bibliography on issues affecting Home Economics Education. (*Illinois Teacher* office has one contribution to this need. It is "A Selected Bibliography in Home Economics Education, 1966 to 1976," by Sarojini Balachandran, Assistant Professor of Library Administration, University of Illinois.)

We need more research.

We need to effect a better and stronger communications network among teacher educators, state supervisors, and secondary teachers of home economics. (We at *Illinois Teacher* would like to think we have a contribution here, and we want all of the above to tell us how to do it better.)

There were also *questions* raised which I found stimulating such as:

How can we publicize our good programs?

How can we share curriculum materials? (One way to do this is the AHEA-ESAE section Curriculum Showcase at annual meeting.)

How can we learn more about how to influence legislation?

Where can we find more programs that are not largely cooking and sewing?

Are we as home economists jacks-of-all-trades (and presumably masters of none)?

Questions to ask when we are deciding on skills to teach:

How often do I use this skill?

How well can I do this?

How has home economics prepared me to do this?

How important is it for a homemaker to do this?

Is there sex bias in home economics?

What are our unique contributions as home economists in solving today's problems?

How can we strengthen our work in the affective domain?

How can we promote more continuing professional education for teachers and other home economists?

On the final day of the Conference we had some time for all the participants to discuss the recommendations of the discussion groups. Despite some technical problems involved in getting written recommendations into the hands of all participants quickly (a power outage in the University of Illinois College of Education!), we did discuss some problems and issues.

Expressions of thanks for the value of this conference were made and next steps asked for. Some felt that the occupational aspects of home economics education had been slighted here; others felt that the subjects talked about had applied to all aspects. Some felt that there should have been more representatives of community colleges and technical institutions here, more business and industry representation, more administrators especially state directors of vocational education, more males. Some asked for promotional and recruitment materials from professional associations and suggested that they be displayed at conventions.

One person recommended that next steps be implemented by the "management by objectives" model, another suggested sharing highlights of this conference with administrators and expressing thanks to them for the privilege of attending. One voiced a need for a more unifying organization of teacher educators, another urged the involvement of secondary teachers in teacher education meetings.

One participant wished for a conference such as this for Cooperating Teachers, and another asked whether we need a current survey of the employment of our graduates.

In the discussion on the definition and purposes of Home Economics, it was pointed out that a "mission statement" from AHEA is not a statement for the whole profession.

It was pointed out again that the mission of home economics *education* is broader than the preparation of certified teachers, that the College of Education should be the place to go to prepare for any kind of teaching at any level, in school or nonschool settings.

One suggestion was made that the next steps be taken by regions. Perhaps they will be, for several states or regions have since reported to us their plans for follow-up conferences.

Despite the fact that no momentous decisions were made and no insoluble problems solved, most participants agreed that it had been a profitable three days and that they expected positive results from the Conference.

Since at the final session the group had voted to respond to a questionnaire to report what they had done, such an instrument was mailed from the *Illinois Teacher* office in May 1978 and responses were received from 65. This instrument is shown below

with examples of the next steps suggested by the individuals who responded to the questionnaire.

Dear Participant:

Thank you for coming to the conference on Current Concerns in Home Economics Education and for voting at that last session to respond to a follow-up questionnaire regarding "next steps." Please return as immediately as possible so I can get the results into the Proceedings. Let's be realistic and honest while we dream!

Your name Position_____

Address Phone_____

Did you find the conference

very inspiring			or			spiritless
1	2	3	4	5	6	7
(23)	(25)	(14)	(1)	(0)	(0)	(0)
very informative			or			dull
1	2	3	4	5	6	7
(13)	(30)	(18)	(1)	(0)	(0)	(0)
up to expectations			or		very disappointing	
1	2	3	4	5	6	7
(26)	(19)	(11)	(5)	(1)	(0)	(0)

As a result of the Conference what do you plan to do or change
In your job?

Sort out my priorities.
Get educators in the state to identify what they are doing about the "concerns."
Include news article in alumni newsletter.
Organize faculty for research efforts.
Write more proposals.
Manage time better.
Be more humanistic in my teaching approach.
Be more future oriented.
Clarify my personal philosophy in writing.
Encourage assertiveness.
Inform teacher educators of ways they can help us high school teachers.

As a result of the Conference what do you plan to do or change
In your professional association?

Plan a follow-up conference in our state.
Write for its newsletter.
Work for the Home Economics Education Section in AHEA.
Be a speaker on Current Concerns at the next state vocational conference.
Share speeches from this conference at meetings.
Help improve programs.
Be more assertive in proposing positions.
Encourage involvement in legislation.
Stop "letting George do it."
Participate in selecting good leadership.
Attend AHEA.
Put professional responsibilities ahead of personal gain.

As a result of the Conference what do you plan to do or change
In your consumer or citizen role?

Increase political activity.
Learn more of future impact of present consumption habits.
Read more about inflation and energy.
Work with nursing homes and involve my students.
Learn more about how legislation affects family life.
Change my consumption behavior and reduce waste.
Inform others of women qualified for administrative positions.
Be a consumer advocate.
Demonstrate in my classroom my beliefs about conserving energy.

As a result of the Conference what do you plan to do or change
In your "writing time"?

Make a priority list of topics to write about.
Have input in curriculum revision.
Get busy with dissertation and use ideas gained.
Find some time instead of just intending to.
Increase it and encourage others to do so.
Get a manuscript off to a publisher.
Get my research written up.
A report to my superintendent on what happened here.

As a result of the Conference what do you plan to do or change
In your personal or family life?

Be more loving and humanistic.
Reactivate my membership in League of Women Voters.
Lose weight, increase exercise.
Plan for family time and value it as equal to professional.
Listen more and direct less.
More reading time.
Be a better person.
Consider a change in employment.
Go back for a doctorate.
Explore a return to simpler lifestyle.

Other:

Keep up with new friends made at the Conference.
Find time for myself.
Enjoy Bundy's idea of leisure as a state of mind.
Examine attitudes continuously.
Invite Bundy to our campus.

As a follow-up of this Conference I think the profession should take these steps next:

via *Illinois Teacher* or other journals

Publish good position papers on our possible future.
Ask provocative questions.
A series on the challenges presented by East.
Include authors outside home economics.
Explore alternative means for in-service education.
Help get information for NIE study.
More for the secondary teacher.
Disseminate ideas from Conference; share concerns and suggest solutions.
Keep us up to date.
Abstracts of important research.

via state or regional groups

Follow-up conference of this one.
Provide opportunity for open debate.
More speakers and dialogue on futurism.
Let non-home economists know what we can do.
Workshops on "mainstreaming."
Offer to be on program.
Expand membership.
Don't try to be too broad at each meeting.
Select specific goals and implement them.
Recognize accomplishments of individuals.

via professional associations

Establish priorities and act on them.
Political participation.
Don't promote unity and peace at expense of leadership.
Prepare long-range plan of action.
Prepare philosophy statement.
Emphasize importance of secondary teachers as one of main sources of community contact.
Inform other professionals that home economics is addressing societal concerns.
Serve secondary teachers more adequately.
Active input into NIE study.
Search for new leadership to broaden base.
Grass-roots involvement.

via universities

More seminars for cross-fertilization.
Conduct research that has value.
Revise pre-service programs to meet changing needs.
Increase depth of instruction.
Provide experiences with variety of groups including handicapped and aging.
Provide in-service education for teachers.
Instill pride in being a home economist.
Evaluate present programs; broaden base.
Sharpen concepts taught.

via in-service or continuing professional education

More depth and scope, something special each year.
More conferences like this one.
Study concerns of this conference and help teachers revise curriculum.
One thing at a time.
Assistance in understanding youth, society.
Be practical and realistic.
What can we omit to make room for new curriculum?

via legislation

Write more proposals.
Present a unified push on needed topics.
Evaluate our roots and see what is needed.
Be sure home economics is written in as appropriate.
Write to legislators and meet them personally.
Do our homework.
I'll serve as a resource to legislators.
Understand legislative process.

via research

Work with NIE.
Recognize value of small projects as well as the million dollar ones.
Investigate current concerns of students.
Develop a plan for the profession; cooperate.
Disseminate results.
Develop evaluation instruments.
New areas: changing sex roles, multiple roles, energy conservation, communication in family, divorce, poverty, delinquency.
Explore attitudes.
Find out what homemakers do.

via USOE or state departments of education

Develop short- and long-range goals.
Annual conferences.
More home economics personnel at USOE.
Expand internship possibilities.
Address K-8 home economics education.
Determine qualifications of teachers for parenting, nutrition.
More leadership and financial support.
Demand quality teacher performance.

via the media

Give them feature articles about ourselves.
Explain our field to the public.
Let them know about our conferences, etc.
Interpret home economics research to public.
Recognize individuals who have done outstanding work.
Eliminate things on radio and TV that damage our status.
Provide information families can use.

other:

Utilize other support systems, e.g., former FHA-HERO members, homemakers.
Give new people a chance for leadership.
Home economists should call themselves home economists.
Forget about titles and work together.

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